



28/20













# UNIVERSITY JUNIOR MATRICULATION ONTARIO

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HONOUR AND SCHOLARSHIP EXAMINATION

JUNE, 1914

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## ENGLISH COMPOSITION

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*Examiners:* { J. F. MACDONALD, M.A.  
W. S. W. McLAY, M.A.  
W. S. WALLACE, M.A.

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NOTE:—*The candidate shall not use in his composition any name which might indicate his examination centre.*

Write a composition on *one* of the following subjects :—

1. An argument for or against the abolition of capital punishment in Canada.

2. The development of electric power in Ontario.

3. The story of Elaine as told by Lancelot.

4. A spring scene.

5. An original story.

(Do not take the plot from some story you have read.)

6. The aneroid barometer *or* the mariner's compass.

(Describe the instrument and explain its principle and mechanism.)





Department of Education, Ontario.

Annual Examination, 1912.

HONOURS AND SCHOLARSHIPS EXAMINATION.

ENGLISH COMPOSITION.

Examiners: H. W. ...

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2. How to make or do something.

(The candidate may choose his own subject, which should be a description of some practical operation, e.g., how to make a thermometer, how to sweep a room, etc.)

3. A person whom I like.

(The candidate may choose his own subject, which should be a description of some person, e.g., a friend, a teacher, a famous man, etc.)

4. The Northern Ontario day, last.

5. Wordsworth's poetry.

6. The advisability of admitting Oriental immigrants into Canada.

7. The greatness of Napoleon.





# Department of Education, Ontario.

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Annual Examinations, 1912.

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HONOUR AND SCHOLARSHIP MATRICULATION.

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## ENGLISH COMPOSITION.

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Examiners: { W. S. W. McLAY, M.A.  
M. W. WALLACE, PH.D.  
GEORGE M. WRONG, M.A.

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NOTE:—*The candidate must not use in his composition any name which might indicate his examination centre.*

Write a composition on *one* of the following subjects:—

1. How to make or do something.

(The candidate may choose his own subject, which should be a description of some practical operation, e. g., how to make a thermometer, how to sweep a room, etc.)

2. A picture which I like.

(Aim to make the reader see the picture in detail as clearly as possible, and to understand why you like it.)

3. The Northern Ontario clay belt.

4. Wordsworth's poetry.

5. The advisability of admitting Oriental immigrants into Canada.

6. The greatness of Napoleon.









# Department of Education, Ontario.

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Annual Examinations, 1911.

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HONOUR AND SCHOLARSHIP MATRICULATION.

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## ENGLISH COMPOSITION.

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*Examiners:* { E. J. KYLIE, M.A.  
J. F. MACDONALD, M.A.  
M. W. WALLACE, PH.D.

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NOTE.—*The candidate must not use in his composition any name which would indicate his examination centre.*

Write a composition on *one* of the following subjects:—

1. The story of “My Last Duchess” as it might be told to a stranger by one who knew the facts.
2. An autumn scene.
3. Clouds: their cause, formation and varied forms.
4. An argument for or against reciprocity in natural products between the United States and Canada.









# Education Department, Ontario.

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Annual Examinations, 1909.

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HONOUR AND SCHOLARSHIP MATRICULATION.

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## ENGLISH COMPOSITION.

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Examiners: { W. J. ALEXANDER, PH.D.  
E. J. KYLIE, M.A.  
J. F. MACDONALD, M.A.

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NOTE.—*The candidate should not use in his composition any name which might indicate the centre at which he wrote.*

Write a composition on *one* of the following subjects:—

1. An actual incident within your own experience.

Determine why you think the incident worth narrating and see that your details bring this point out. You may use your imagination in inventing and developing details.

2. Supposing yourself looking through the court-room door, describe the scene presented at the trial of Antonio at a given moment.

3. Discuss the question of admitting students to the universities on the basis of a report from the school, rather than on the basis of a matriculation examination.









# Education Department, Ontario.

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Annual Examinations, 1908.

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HONOUR AND SCHOLARSHIP MATRICULATION.

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## ENGLISH COMPOSITION.

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*Examiners:* { A. R. BAIN, M.A.  
W. S. W. McLAY, M.A.  
M. W. WALLACE, PH.D.

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NOTE.—*Candidates will write on ONE, and ONE ONLY, of the following subjects.*

1. An account of the life and character of Andrea del Sarto as depicted in Browning's poem. (Candidates may add imaginary events that are in consonance with the spirit of the poem.)

2. An account of a day spent in the woods.

3. A descriptive account of some book which you have read recently.

4. Should instruction in manual training be offered in all High Schools?









# Education Department, Ontario.

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Annual Examinations, 1901.

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SENIOR LEAVING OR HONOR MATRICULATION.

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## ENGLISH COMPOSITION.

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*Examiners :* { W. J. ALEXANDER, PH.D.  
                  { PELHAM EDGAR, B.A., PH.D.  
                  { G. M. WRONG, M.A.

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NOTE.—*The candidate will write on ONE, and only one, of the following themes :—*

1. The Study of Literature.
2. The Study of Science.
3. A Summer-Evening Scene.

(The candidate is to describe a scene as presented to a spectator remaining stationary at a given point, and the details must be such as are presented simultaneously to the eye, or at least are included in a period not longer than five minutes.)

4. French Canada.

(The essay must be a description *either* of the physical and material, *or* of the social, moral, and political aspects of the Province of Quebec.)









# Education Department, Ontario.

Annual Examinations, 1900.

SENIOR LEAVING OR HONOR MATRICULATION.

## ENGLISH COMPOSITION.

*Examiners:* { W. J. ALEXANDER, B.A., PH.D.  
PELHAM EDGAR, B.A., PH.D.  
A. E. LANG, B.A.

NOTE.—*The candidate will write on ONE, and one only, of the following subjects:—*

1. The Public Library.
2. Thanksgiving Day in Canada.
3. The Bicycle.  
(Show how it has affected modern life.)
4. The Necessity of Preserving our Forests.
5. "Plain living and high thinking are no more."
6. Abraham Lincoln: A Character Sketch.









## Education Department, Ontario.

ANNUAL EXAMINATIONS, 1893.

### THE HIGH SCHOOL SENIOR LEAVING AND UNIVERSITY HONOR MATRICULATION.

### ENGLISH COMPOSITION.

*Examiners:* { W. J. ALEXANDER, PH.D.  
J. E. BRYANT, M.A.  
F. H. SYKES, M.A.

NOTE.—*The candidate will write on ONE, and only one, of the following themes:*

1. The Last Indian.
2. The Log-house, and its Significance in the Settlement of Ontario.
3. How far does Canada possess the Makings of a great Nation?
4. "For him was lever have at his beddes heed  
Twenty bokes, clad in blak or reed,  
Of Aristotle and his philosophye,  
Than robes riche, or fithel, or gay sautrye."
5. "There is a pleasure in the pathless woods,  
There is a rapture on the lonely shore,  
There is society where none intrudes,  
By the deep sea and music in its roar."
6. "Our life is but a sailing to our death  
Through the world's ocean; it makes no matter then  
Whether we put into the world's vast deep  
Shipped in a pinnace or an argosy."









**Education Department, Ontario.**

ANNUAL EXAMINATIONS, 1892.

THE HIGH SCHOOL JUNIOR LEAVING AND UNIVERSITY PASS MATRICULATION.

UNIVERSITY MATRICULATION SCHOLARSHIP EXAMINATION.

**ENGLISH COMPOSITION.**

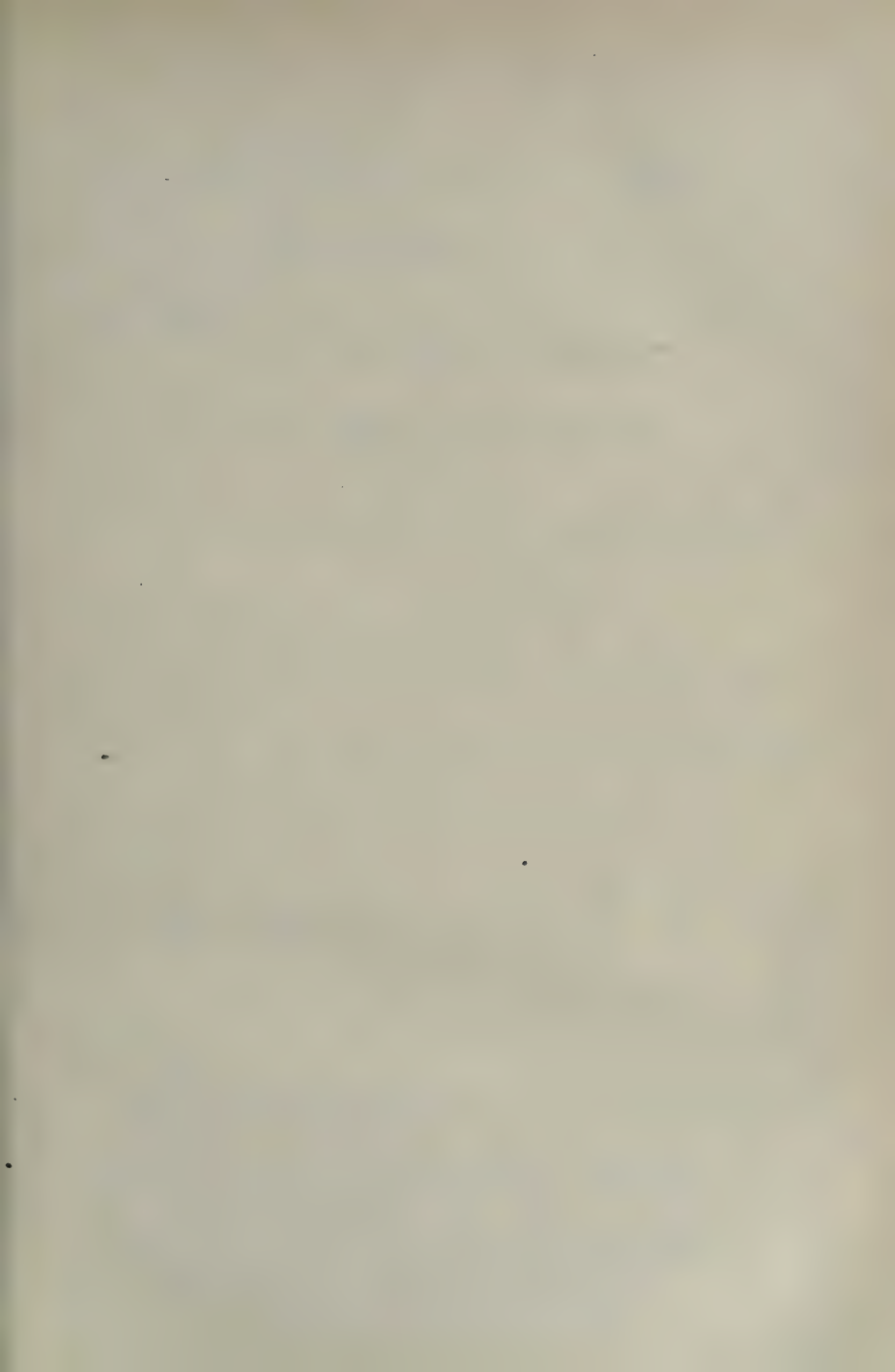
Examiners: { W. J. ALEXANDER, PH.D.  
J. E. BRYANT, M.A.  
F. H. SYKES, M.A.

NOTE.—*The candidate will write on ONE, and only one, of the following themes.*

1. On Reading: Why, What, and How we should Read.
2. Scottish Life and Manners, about 1700, as portrayed in *Waverley*.
3. A Canadian Village.
4. The Delineation of Character in the work of Sir Walter Scott.
5. "Of Queens' Gardens": A Synopsis of Mr. Ruskin's Lecture.
6. An Ideal School.
7. John Ruskin.

(It is suggested that the candidate here give his impressions of Mr. Ruskin as a man and as writer, as seen especially in *Sesame* and *Lilies*.)









# Department of Education, Ontario.

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Annual Examinations, 1913.

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## MIDDLE SCHOOL EXAMINATION FOR ENTRANCE INTO THE NORMAL SCHOOLS.

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### ENGLISH COMPOSITION.

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NOTE.—*The candidate must not use in his composition any name which would indicate his examination centre.*

Write an essay on *one* of the following topics :—

1. The best educated nations are the most prosperous.
2. Good roads.

To be written as the report of a public meeting for a newspaper, or as a letter on the subject to a friend interested (or not interested) in the question.

3. Enoch Arden, “the strong heroic soul”.
4. The tramp.
5. “Home they brought her warrior dead” etc. (A story suggested by this poem.)

OR

Write a speech presenting the arguments either for or against *one* of the following :—

1. Resolved that the improvements in the means of carrying on war have lessened the amount and the severity of the fighting.
2. Resolved that all disputes between nations should be submitted to arbitration.
3. Resolved that a young man has as good opportunities in Ontario as in the western provinces.







# Department of Education, Ontario.

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Annual Examinations, 1914.

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## UPPER SCHOOL EXAMINATION FOR ENTRANCE INTO THE FACULTIES OF EDUCATION.

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### ENGLISH COMPOSITION.

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NOTE.—*The candidate shall not use in his composition any name which would indicate his examination centre.*

Write a composition on *one* of the following subjects:—

1. The age of chivalry.
2. "Sweet are the uses of adversity."
3. "Kentish Sir Byng stood for his King,  
Bidding the crop-headed Parliament swing."
4. Navigation on the Canadian lakes.
5. Industrial use of electricity.
6. Prison Farms.

OR

Present in the form of a speech the arguments for one side only—either the affirmative or the negative—of *one* of the following subjects of debate:—

1. Resolved that it is an advantage to the British Empire to have her dominions widely scattered.
2. Resolved that professional baseball does more harm than good.









# Department of Education, Ontario.

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Annual Examinations, 1913.

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## UPPER SCHOOL EXAMINATION FOR ENTRANCE INTO THE FACULTIES OF EDUCATION.

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### ENGLISH COMPOSITION.

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NOTE.—*The candidate shall not use in his composition any name which would indicate his examination centre.*

Write a composition on *one* of the following subjects :—

1. A Scene at a Railway Station.
2. A High School Field Day.
3. Hydro-Electric Power.
4. The Balkan War.
5. Our Wheat Fields.
6. The Visit of Ulysses and his Crew at the Lotos Land.

OR

Present in the form of a speech the arguments for one side only—either the affirmative or the negative—of *one* of the following subjects of debate :—

1. Resolved that the fate of Cassius as portrayed in *Julius Caesar* should enlist more sympathy from the reader than the fate of Brutus.
2. Resolved that it would be in the interests of the nation to abolish trial by jury.









# Department of Education, Ontario.

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Annual Examinations, 1912.

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## UPPER SCHOOL EXAMINATION FOR ENTRANCE INTO THE FACULTIES OF EDUCATION.

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### ENGLISH COMPOSITION.

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NOTE.—*The candidate must not use in his composition any name which would indicate his examination centre.*

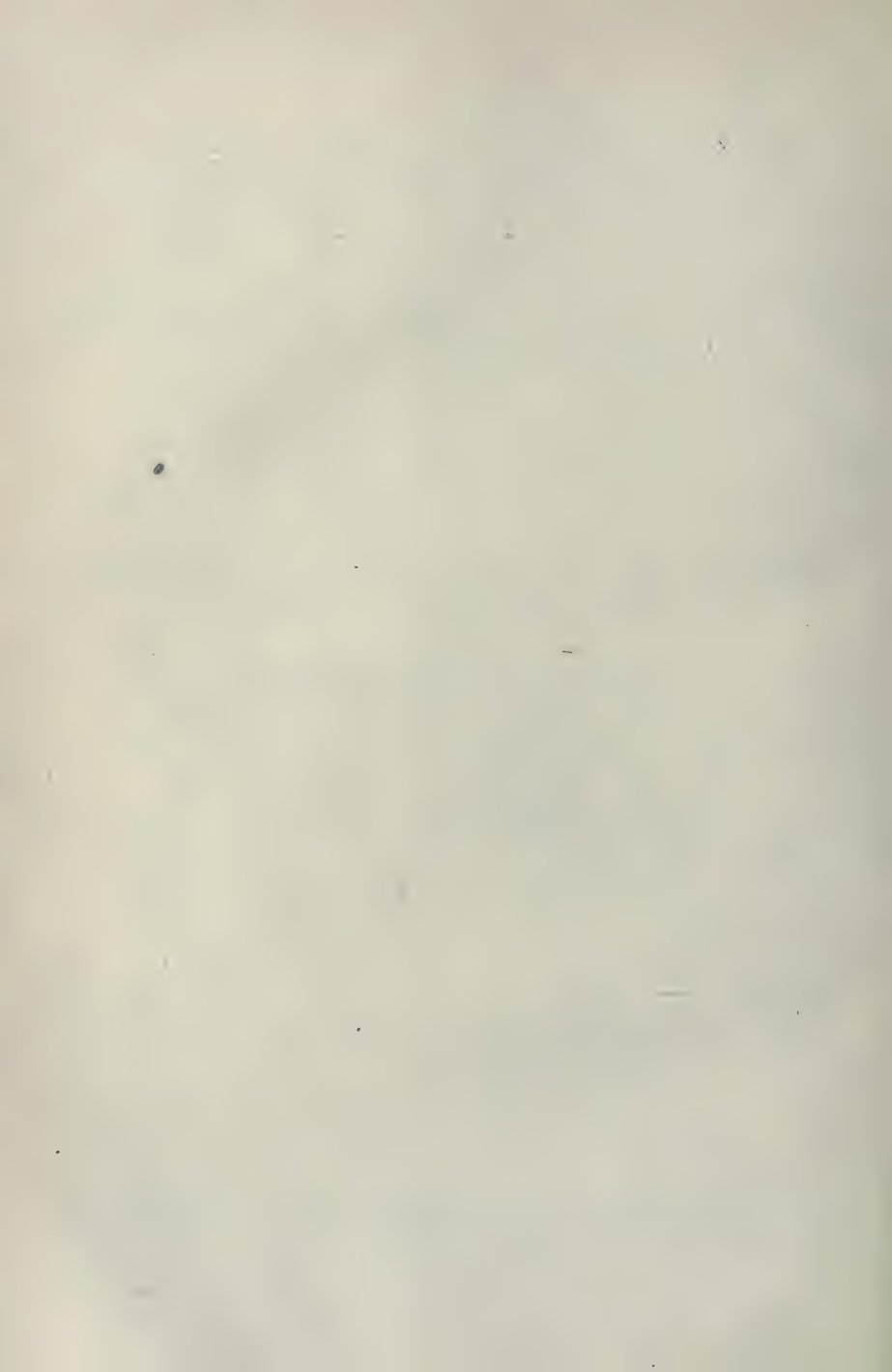
Write a composition on *one* of the following subjects:—

1. The passing of the horse.
2. The education of Nature.
3. "He prayeth well, who loveth well,  
Both man and bird and beast."
4. The path of duty.
5. Last winter's storms.
6. Falstaff.

OR

Present in the form of a speech the arguments for one side only—either the affirmative or the negative—of *one* of the following subjects of debate:—

1. Resolved that the verdict in the Trial Scene of *The Merchant of Venice* was unjust to Shylock and unworthy of a Christian court.
2. Resolved that we should preserve this country for ourselves by the discouragement of immigration.







# Department of Education, Ontario.

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Annual Examinations, 1911.

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ENTRANCE INTO THE FACULTIES OF EDUCATION.

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## ENGLISH COMPOSITION.

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NOTE.—*The candidate must not use in his composition any name which would indicate his examination centre.*

Write a composition on *one* of the following subjects :—

1. A Day in June.
2. The Water Powers of Ontario.
3. An Ontario Village.
4. The Autobiography of a Dollar Bill.
5. National Development as Determined by Geographical Conditions.

OR

Present the arguments for one side only — either the affirmative or the negative — of the following subject of debate :—

Resolved that the constitution of the House of Lords should be amended.









# Department of Education, Ontario.

Annual Examinations, 1910.

## ENTRANCE INTO THE FACULTIES OF EDUCATION.

### ENGLISH COMPOSITION.

NOTE.—*The candidate must not use in his composition any name which would indicate his examination centre.*

Write a composition on *one* of the following subjects :—

1. A Valley.  
(A description.)
2. Midnight—The Town Clock Speaks.
3. The story of *one* of the following :—
  - (a) Ulysses.
  - (b) Saul.
  - (c) Dante.
  - (d) Sir Walter Raleigh.
  - (e) La Salle.

(More importance will be attached to the way in which the story is told than to the accuracy of the facts.)

4. A correspondent argues that, on the whole, people were happier under the simple conditions of pioneer life than under the increasing complexity of life in the present day. Write a reply.

5. O England, should'st thou one day fall,  
Shattered in ruins by some Titan foe,  
Justice were thenceforth weaker throughout all  
The world, and Truth less passionately free,  
And God the poorer for thy overthrow.
6. For I dipt into the future, far as human eye could see,  
Saw the Vision of the world, and all the wonder that would be ;  
Saw the heavens fill with commerce, argosies of magic sails,  
Pilots of the purple twilight, dropping down with costly bales ;  
Heard the heavens fill with shouting, and there rained a ghastly dew  
From the nations' airy navies grappling in the central blue ;  
Far along the world-wide whisper of the south wind rushing warm,  
With the standards of the peoples plunging thro' the thunder-storm.







# Education Department, Ontario.

Annual Examinations, 1909.

## ENTRANCE INTO THE FACULTIES OF EDUCATION.

### ENGLISH COMPOSITION.

NOTE.—*The candidate should not use in his composition any name which would indicate the centre at which he wrote.*

Write a composition on one of the following subjects :—

1. A Country Road.

2. After the Storm.

(The candidate may describe the scene presented after a storm at any season of the year. This description may take the form of a letter, if preferred.)

3. "What is honour? A word. What is in that word honour? What is that honour? Air. A trim reckoning!—Who hath it? He that died o' Wednesday. Doth he feel it? No. Doth he hear it? No. 'T is insensible then? Yea, to the dead. But will it not live with the living? No. Why? Detraction will not suffer it. Therefore I'll none of it."

Falstaff.—King Henry IV, Act V, Sc. 1.

4. A speech advocating, or opposing, the establishment of Public Play Grounds.

5. Resolved: That under existing conditions it is to the advantage of the farmer's son to remain on the farm rather than to seek employment in the city.

(Present the arguments for one side only,—either the affirmative or the negative.)

6. A narrative suggested by the incidents related in the following passage :—

The tide rises, the tide falls,  
The twilight darkens, the curlew calls ;  
Along the sea-sands damp and brown  
The traveller hastens toward the town,  
And the tide rises, the tide falls.  
Darkness settles on roofs and walls,  
But the sea, the sea in the darkness calls ;  
The little waves, with their soft white hands,  
Efface the footprints in the sands,  
And the tide rises, the tide falls.  
The morning breaks ; the steeds in their stalls  
Stamp and neigh, as the hostler calls ;  
The day returns, but nevermore  
Returns the traveller to the shore,  
And the tide rises, the tide falls.









# Education Department, Ontario.

Annual Examinations, 1908.

ENTRANCE INTO THE FACULTIES OF EDUCATION.

## ENGLISH COMPOSITION.

NOTE — *The candidate will write on ONE, and only one, of the following subjects.*

1. "If I were rich, ——"
2. An Orchard.  
(Describe the same orchard as seen in the four seasons of the year.)
3. "What's the railroad to me?" — *Thoreau.*
4. "The Most Important Year of My Life", as described in a letter by *one* of the following:—
  - (a) A soldier under Wolfe.
  - (b) A United Empire Loyalist.
  - (c) A settler in Upper Canada in 1837.
  - (d) A pioneer of Western Canada.
5. "Resolved: That the Public Library should not supply its readers with prose fiction."  
(Present the arguments for one side only.)
6. A reply to the toast "Our Country."  
(It is suggested that the essay should deal chiefly with dangers to be guarded against, such as undesirable immigration, waste of national resources, political corruption, sectional interests, and the materialistic spirit.)









# Education Department, Ontario.

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Annual Examinations, 1899.

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THE HIGH SCHOOL AND UNIVERSITY EXAMINATIONS.

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FORM IV.

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## ENGLISH COMPOSITION.

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*Examiners:* { W. J. ALEXANDER, B.A., PH.D.  
A. E. LANG, B.A.  
W. S. W. McLAY, B.A.

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NOTE.—*The candidate will write on ONE, and only one, of the following themes.*

1. The Puritans.

2. The Revolution of 1688.

3. Dress.

4. The Study of Geometry.

[An exposition of the character and benefits of the study, addressed to readers unacquainted with the subject.]

5. The Story of Alice Brand.

[A story based upon the ballad of Alice Brand.]

6. Market Day.

[Description of the scene presented by a busy market.]







# Education Department, Ontario.

Annual Examinations, 1898.

THE HIGH SCHOOL AND UNIVERSITY EXAMINATIONS.

FORM IV.

## ENGLISH COMPOSITION.

Examiners: { A. E. LANG, B.A.  
W. S. W. McLAY, B.A.  
F. H. SYKES, M.A., PH.D.

NOTE.—*The candidate is required to write on ONE, and only one, of the following themes.*

1. Among my Books.
2. The Mineral Wealth of Canada.
3. Canadian Literature.
4. The Mistakes of Brutus.
5. "Where ignorance is bliss  
'Tis folly to be wise."
6. An Exposition based on the following lines:—

Meet is it changes should control  
Our being, lest we rust in ease.  
We all are changed by still degrees,  
All but the basis of the soul.

So let the change which comes be free  
To ingroove itself with that which flies,  
And work, a joint of state, that plies  
Its office, moved with sympathy.









# Education Department, Ontario.

Annual Examinations, 1897.

## THE HIGH SCHOOL AND UNIVERSITY EXAMINATIONS.

### FORM IV.

## ENGLISH COMPOSITION.

Examiners: { A. CARRUTHERS, M.A.  
F. H. SYKES, M.A., PH.D.  
W. TYTLER, B.A.

NOTE.—*The candidate will write on ONE, and only one, of the following themes.*

1. A Study in Description :—Life in the Forest of Arden, as depicted by Shakspeare.

2. An Exposition based on the following lines :—

Time's glory is to calm contending kings :  
To unmask falsehood and bring truth to light :  
To stamp his awful seal on aged things :  
To wake the morn and sentinel the night :  
To scourge the wronger till he render right :  
To ruinate proud buildings by his Hours,  
And smear with dust their stately golden towers.

3. An Exposition based on the following lines :—

Fame is the spur that the clear spirit doth raise  
(That last infirmity of noble mind)  
To scorn delights, and live laborious days ;  
But the fair guerdon when we hope to find  
And think to burst out into sudden blaze,  
Comes the blind Fury with th' abhorred shears,  
And slits the thin-spun life. ' But not the praise,'  
Phœbus replied, and touch'd my trembling ears ;  
' Fame is no plant that grows on mortal soil . . .  
But lives and spreads aloft by those pure eyes  
And perfect witness of all-judging Jove.'

4. An Argumentation on the theme,—

That Fiction should be removed from all Public Circulating Libraries.

Prove or refute.

5. Traits of National Character in Canadians.

6. El Dorado.







# Education Department, Ontario.

Annual Examinations, 1896.

## THE HIGH SCHOOL AND UNIVERSITY EXAMINATIONS.

### FORM IV.

## ENGLISH COMPOSITION.

Examiners : { A. CARRUTHERS, M.A.  
F. H. SYKES, M.A., PH.D.  
W. TYTLER, B.A.

N.B.—*The candidate will write on ONE, and only one of the following themes :*

1. Canada's Obligations to England.

2. A Country Store.

[Any proper names of places used by the candidate must be fictitious, not real names.]

3. A Summer Morning's Walk.

[Any proper names of places used by the candidate must be fictitious, not real names.]

4. The Postman.

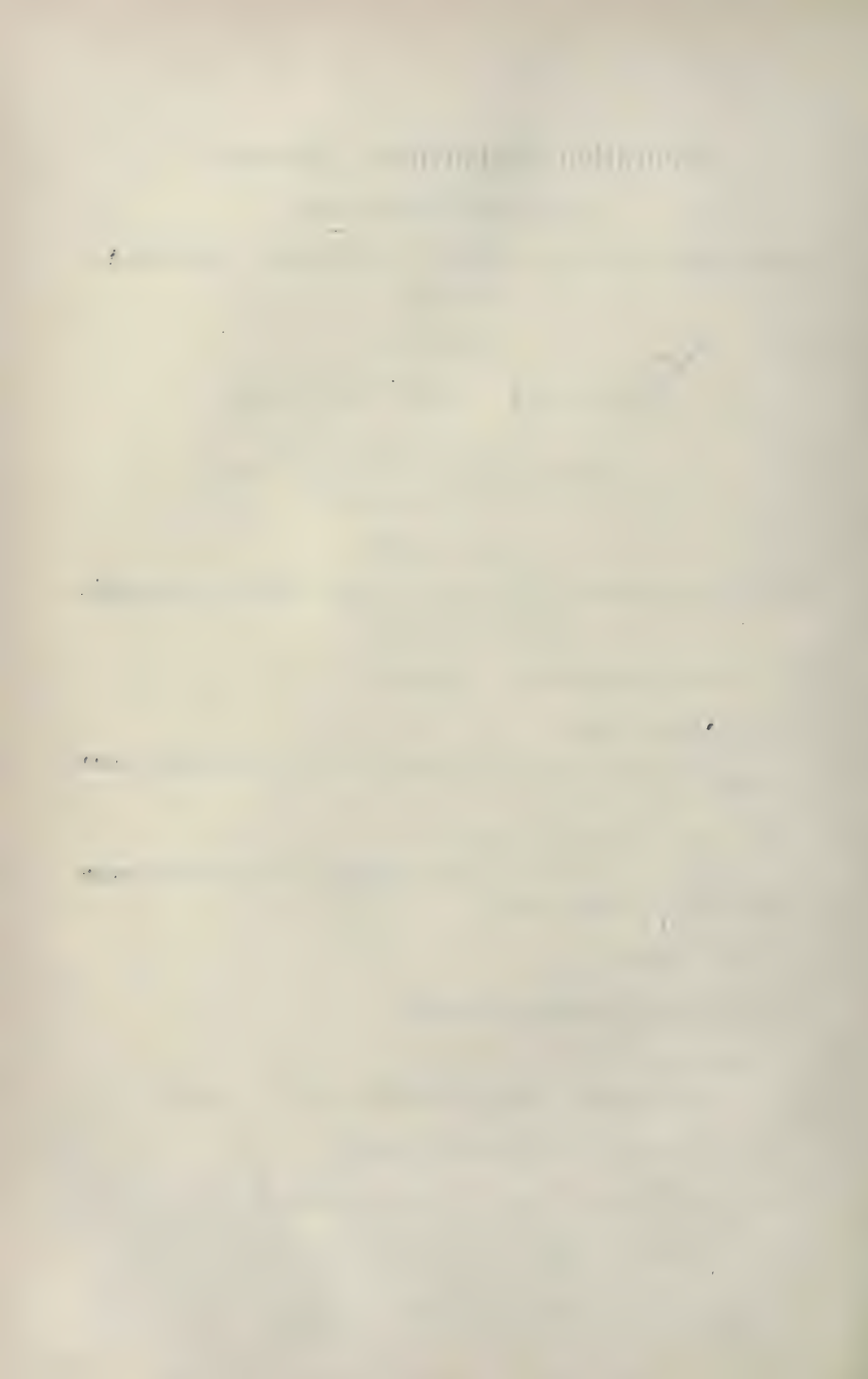
5. A Plea for Township Libraries.

6. Belmont.

[An imaginary description of the home of Portia.]

7. "The poetry of earth is never dead."

8. "Man is his own star ; and the soul that can  
Render an honest and a perfect man,  
Commands all light, all influence, all fate ;  
Nothing to him comes early or too late  
Our acts our angels are, or good or ill,  
Our fatal shadows that walk by us still."









# Department of Education, Ontario.

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Annual Examinations, 1912.

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## MIDDLE SCHOOL EXAMINATION FOR ENTRANCE INTO THE NORMAL SCHOOLS.

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### ENGLISH COMPOSITION.

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NOTE.—*The candidate must not use in his composition any name which would indicate his examination centre.*

Write an essay on *one* of the following topics :—

- (a) A beautiful scene in nature with which you are familiar.
- (b) A striking incident in your own experience.
- (c) The awakening of China.

OR

Compose a story based on the following lines :—

He planted an oak in his father's park  
And a thought in the minds of men,  
And he bade farewell to his native shore,  
Which he never will see again.  
Oh merrily stream the tourist throng  
To the glow of the Southern sky ;  
A vision of pleasure beckons them on,  
But he went there to die.  
The oak will grow and its boughs will spread,  
And many rejoice in its shade,  
But none will visit the nameless grave,  
Where a stranger youth is laid ;  
And the thought will live when the oak has died,  
And quicken the minds of men,  
But the name of the thinker has vanished away,  
And will never be heard again.

OR

Write a speech presenting the arguments either for or against *one* of the following :—

- (a) That the Santa Claus story should be abolished.
- (b) That the horse is more useful than the automobile.
- (c) That public libraries contain too much fiction.





# The Lady of Shalott

1. The Home and the Surroundings of the Lady of Shalott, a mysterious person - suitable surroundings for one living in realm of fancy - very beautiful scenery - ideal, fairy-like - contrasted with the world of reality (Camelot and its busy river), long fields of barley-rye - island surrounded by water-lilies, enclosed by "Four-gray walls, and four gray towers", shutting out world, within space of flowers - willows & aspens - without world of reality (river, heavy barge, slow horses, reapers weary) - (scenes suggest work!) -
2. The Lady of Shalott's life of fancy - weaving of actual scenes of the world into an ideal life - (sunny village church, red cloaks of market-girls, troop of damazels gleaming on an abbot's ambling pad, curly shepherd-lads, knights riding two and two, looks lately wed ideal knight Lancelot (brayn greaves, sparkling of shield, glittering of glossy bridle, ringing of bridle bells, chuck-jewelled saddle, gleaming of broad, clear brow in sunlight, coal-black curls, song)
3. Desire for realizing this ideal life - to find her loyal knight - to win the love of Lancelot - Failure to get Lancelot to return her love - after going into the world of reality (Curse) - drifts down the river of life - she becomes acquainted with the world by associations - disappointment drives her to an early grave -



admired by all, rich and free  
and great, especially by Samuelot.

## Department of Education, Ontario.

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Annual Examinations, 1911.

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ENTRANCE INTO THE NORMAL SCHOOLS.

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### ENGLISH COMPOSITION.

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NOTE.—*The candidate must not use in his composition any name which would indicate his examination centre.*

Write a composition on *one* of the following subjects :—

1. An Auction Sale.
2. The Pioneers of Ontario.
3. Our Canadian Railways.
4. The story of The Lady of Shalott.

OR

Present the arguments for one side only—either the affirmative or the negative — of *one* of the following subjects of debate :—

1. Resolved that women should have the franchise.
2. Resolved that the daily paper does more harm than good.









# Department of Education, Ontario.

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Annual Examinations, 1910.

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## ENTRANCE INTO THE NORMAL SCHOOLS.

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### ENGLISH COMPOSITION.

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---

NOTE.—*The candidate must not use in his composition any name which would indicate his examination centre.*

Write a composition on *one* of the following subjects:—

1. The Spirit of Ulysses.
2. True Patriotism.
3. A Harvest Scene.
4. Aerial Transit.

OR

Present the arguments for one side only—either the affirmative or the negative — of *one* of the following subjects of debate:—

1. Resolved that Brutus might have prevented the establishment of a monarchy in Rome if he had taken the advice of Cassius.
2. Resolved that the country prepares a young man for success in life better than the city does.







# Education Department, Ontario.

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Annual Examinations, 1909.

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ENTRANCE INTO THE NORMAL SCHOOLS.

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## ENGLISH COMPOSITION.

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NOTE.—*The candidate should not use in his composition any name which would indicate the centre at which he wrote.*

Write a composition on *one* of the following subjects:—

1. Earthquakes.
2. The Wireless Telegraph.
3. A Walk in the Country in Autumn.
4. The Ancient Mariner's Voyage.
5. Venice and Belmont, as pictured in *The Merchant of Venice*.
6. "We heard the bells." Write a story suggested by these words. Include dialogue in the story.









# Education Department, Ontario.

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Annual Examinations, 1908.

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ENTRANCE INTO THE NORMAL SCHOOLS.

---

ENGLISH COMPOSITION.

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Write a composition on *one* of the following subjects :—

1. Andrea Del Sarto.
2. King Arthur.
3. An Evening Scene.
4. Our Treatment of the Immigrants.
5. “Lives of great men all remind us  
We can make our lives sublime.”







# Education Department, Ontario.

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Annual Examinations, 1907.

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## PART II. JUNIOR TEACHERS.

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### ENGLISH COMPOSITION.

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*Examiners:* { A. R. BAIN, M.A.  
W. S. W. McLAY, M.A.  
M. W. WALLACE, PH.D.

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Write a composition on *one* of the following subjects:—

- (a) Alfred, Lord Tennyson ;
- (b) The Story of Enoch Arden's Life ;
- (c) The Immigration Problem in Canada ;
- (d) An Early Morning Walk in Summer ;
- (e) The Difficulty of Securing Help on Ontario Farms.









# Education Department, Ontario.

Annual Examinations, 1901.

PART II. JUNIOR LEAVING AND PART II. JUNIOR  
MATRICULATION.

## ENGLISH COMPOSITION.

*Examiners:* { W. J. ALEXANDER, PH.D.  
                  { PELHAM EDGAR, B.A., PH.D.  
                  { G. M. WRONG, M.A.

NOTE.—*The candidate will write on ONE, and one only, of the  
following subjects:—*

1. Courage (either a narrative or an exposition).
2. The Great Lakes, (a descriptive essay).
3. The Advantages of Youth.
4. Athletics.
5. Camping Out in Canada.
6. "Lay aside life-harming heaviness,  
And cultivate a cheerful disposition."







# Education Department, Ontario.

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Annual Examinations, 1900.

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PART II. JUNIOR LEAVING AND PART II. JUNIOR  
MATRICULATION.

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## ENGLISH COMPOSITION.

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*Examiners:* { W. J. ALEXANDER, B.A., PH.D.  
                  { PELHAM EDGAR, B.A., PH.D.  
                  { A. E. LANG, B.A.

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NOTE.—*The candidate will write on ONE, and one only, of the  
following subjects:—*

1. The great men of the world.
2. Travel.
3. Novels.
4. The influence of surroundings.
5. A winter storm in town OR in the country.









# Education Department, Ontario.

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Annual Examinations, 1899.

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THE HIGH SCHOOL AND UNIVERSITY EXAMINATIONS.

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FORM III.

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## ENGLISH COMPOSITION.

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*Examiners* : { W. J. ALEXANDER, B.A., PH. D.  
A. E. LANG, B.A.  
W. S. W. McLAY, B.A.

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NOTE.—*The candidate will write on ONE, and only one, of the following themes.*

1. The Rebellion of 1837.
2. Oliver Cromwell.
3. Threshing at the Farm.  
[A description of the scene presented at any given time.]
4. Nutting.
5. Ghosts.
6. "Sweet are the uses of adversity."







# Education Department, Ontario.

Annual Examinations, 1898.

THE HIGH SCHOOL AND UNIVERSITY EXAMINATIONS.

FORM III.

## ENGLISH COMPOSITION.

Examiners : { A. E. LANG, B.A.  
W. S. W. McCLAY, B.A.  
F. H. SYKES, M.A., PH.D.

NOTE.—*The candidate will write on ONE, and only one, of the following themes.*

1. Describe the death and departure of King Arthur, after Tennyson in the *Morte d'Arthur*.

2. "But knowledge to their eyes her ample page  
Rich with the spoils of time, did ne'er unroll ;  
Chill penury repress'd their noble rage,  
And froze the genial current of the soul."

3. The Effect of Water in Landscape.

4. The Value of the Habit of Reading.

5. "Modern civilization is ugly."—*William Morris*.  
[Prove or refute.]

6. Canadian Wheat-Fields.

7. Canada's Part in the British Empire.

8. "It fortifies my soul to know  
That, though I perish, Truth is so :  
That, howsoe'er I stray and range,  
Whate'er I do, Thou dost not change.  
I steadier step when I recall  
That, if I slip, Thou dost not fall."









# Education Department, Ontario.

Annual Examinations, 1897.

## THE HIGH SCHOOL AND UNIVERSITY EXAMINATIONS.

FORM III.

### ENGLISH COMPOSITION.

Examiners: { A. CARRUTHERS, M.A.  
F. H. SYKES, M.A., PH.D.  
W. TYTLER, B.A.

NOTE.—*The candidate will write on ONE, and only one, of the following themes.*

1. Work is Prayer.

2. Jock of Hazeldean.

3. Life in an Ontario Village.

[Proper names must be fictitious.]

4. A Rainy Day in Town.

5. A Description of the scene suggested by the following lines:—

“ Some blue peaks in the distance rose,  
And white against the cold-white sky,  
Shone out their crowning snows.

One willow over the river wept,  
And shook the wave as the wind did sigh;  
Above in the wind was the swallow,  
Chasing itself at its own wild will,

And far thro’ the marish green and still  
The tangled water-courses slept,  
Shot over with purple, and green, and yellow.”

[Candidates choosing this theme will develop the scene here presented, adding harmonious details.]

[OVER.]

6. An Exposition of the following lines :—

“ There is a pleasure in the pathless woods,  
There is a rapture on the lonely shore,  
There is society where none intrudes,  
By the deep Sea, and music in its roar :  
I love not Man the less, but Nature more,  
From these our interviews, in which I steal  
From all I may be, or have been before,  
To mingle with the Universe, and feel  
What I can ne’er express, yet cannot all conceal.”





# Education Department, Ontario.

Annual Examinations, 1896.

## THE HIGH SCHOOL AND UNIVERSITY EXAMINATIONS.

FORM III.

### ENGLISH COMPOSITION.

Examiners: { A. CARRUTHERS, M.A.  
F. H. SYKES, M.A., PH.D.  
W. TYTLER, B.A.

N.B.—*The candidate will write on ONE, and only one of the following themes :*

1. Great Britain as a Sea-Power.
2. The American Robin.
3. The Thievish Magpie.

[Narrate in your own way the story told by Father Leblanc in *Evangeline*.]

4. A Forsaken Garden.
5. On the Prospect of War.
6. Recent Advances in Photography.
7. "Honor rewards the brave and bold alone ;  
She scorns the timorous, indolent and base :  
Danger and toil stand stern before her throne,  
And guard,—so Jove commands,—the fatal place.  
Who seeks her must the mighty cost sustain,  
And pay the price of fame,—labor and care and pain."
8. "Two children in two neighbor villages  
Playing mad pranks along the heathy leas ;  
Two strangers meeting at a festival ;  
Two lovers whispering by an orchard wall ;  
Two lives bound fast in one with golden ease ;  
Two graves grass-green beside a gray church-tower,  
Wash'd with still rains and daisy-blossomed ;  
Two children in one hamlet born and bred ;  
So runs the round of life from hour to hour."









UNIVERSITY JUNIOR MATRICULATION  
ONTARIO

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PASS EXAMINATION

JUNE, 1914

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ENGLISH COMPOSITION

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*Examiners :* { J. F. MACDONALD, M.A.  
W. S. W. MCLAY, M.A.  
W. S. WALLACE, M.A.

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NOTE :—*The candidate shall not use in his composition any name which might indicate his examination centre.*

Write a composition (about two foolscap pages in length) on one of the following subjects :—

1. The series of events following the murder of Duncan as they might be described by Lady Macbeth.
2. A defence of Lancelot against the charge of having trifled with the affections of Elaine.
3. Why I like the stories of Henty.
4. Stamp collecting.
5. Butterflies.
6. The value of a gymnasium in connection with a school.
7. Indian Summer.







# UNIVERSITY JUNIOR MATRICULATION ONTARIO

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PASS EXAMINATION

JUNE, 1913

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## ENGLISH COMPOSITION

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Examiners: { A. GRANT BROWN, M.A.  
W. S. W. McLAY, M.A.  
M. W. WALLACE, PH.D.

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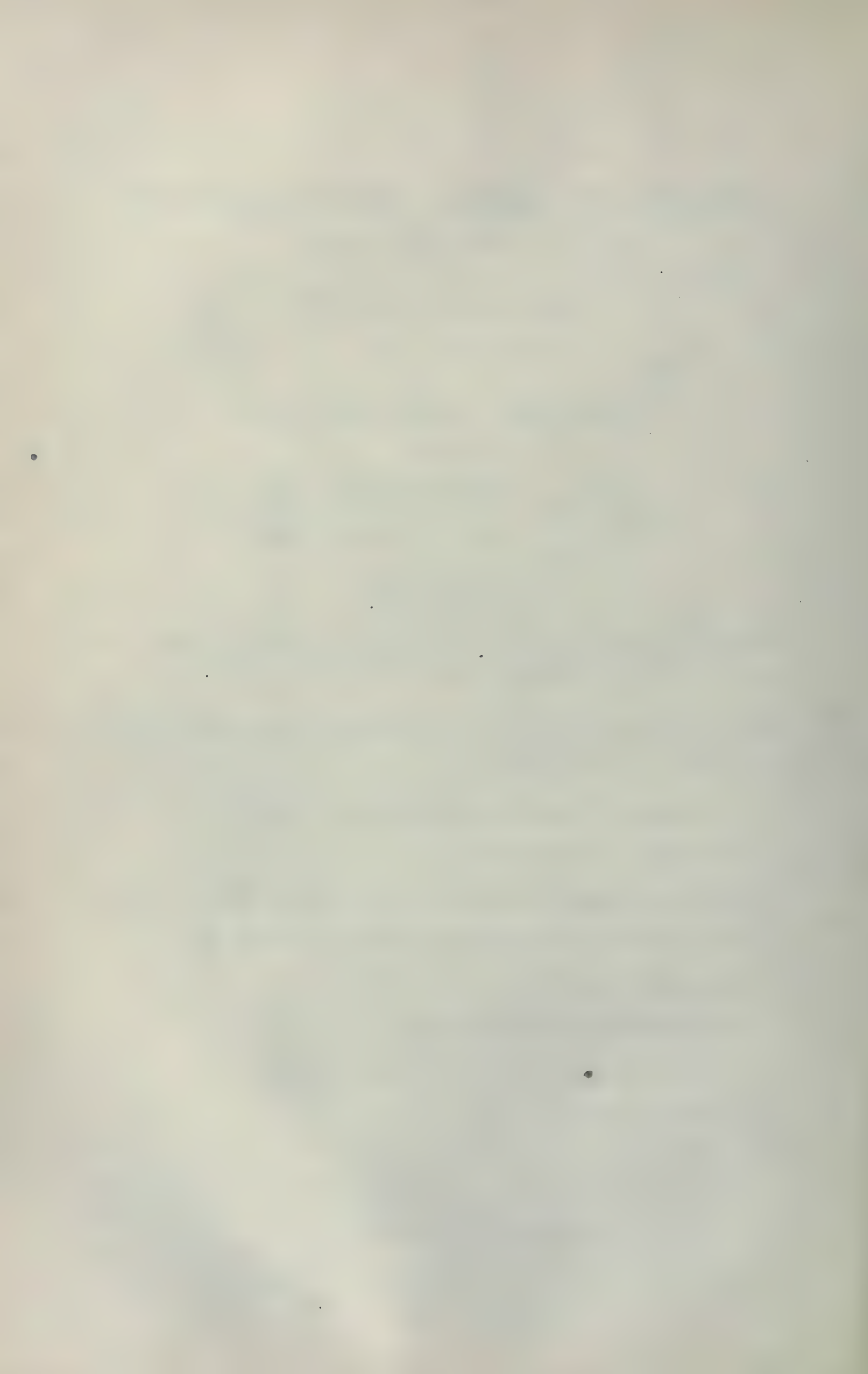
NOTE :—*The candidate shall not use in his composition any name which might indicate his examination centre.*

Write a composition (about two foolscap pages in length) on one of the following subjects :—

1. An apology for my life : By Marcus Brutus.
2. How to make and fly a kite.
3. How to conduct a literary society successfully.
4. The value of the Salvation Army to a community.
5. A model farm.
6. Bird study with an opera glass.
7. Wireless Telegraphy : its nature and value.
8. An afternoon tea.
9. A short story.

This story must be the candidate's own invention, not a digest of one read in a book. This topic should be chosen only by those who have some skill in story-writing.









# Department of Education, Ontario.

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Supplemental Examinations, 1912.

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JUNIOR MATRICULATION.

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## ENGLISH COMPOSITION.

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Examiners : { W. S. W. McLAY, M.A.  
M. W. WALLACE, PH.D.  
GEORGE M. WRONG, M.A.

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NOTE :—*The candidate must not use in his composition any name which might indicate his examination centre.*

Write a composition (about two foolscap pages in length) on one of the following subjects :—

1. The attractiveness of farming as an occupation.

(If the candidate prefer, he may substitute for this subject, "The unattractiveness of farming as an occupation".)

2. An imaginary account of Portia's life previous to the time when the play begins.

3. The importance to Canada of the Hudson Bay route to Europe.

4. A description of a journey which I made by boat.

5. A description of a character in one of Dickens' novels.







# Department of Education, Ontario.

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Annual Examinations, 1912.

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JUNIOR MATRICULATION.

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## ENGLISH COMPOSITION.

---

Examiners: { W. S. W. McLAY, M.A.  
M. W. WALLACE, Ph.D.  
GEORGE M. WRONG, M.A.

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NOTE.—*The candidate must not use in his composition any name which would indicate his examination centre.*

Write a composition (about two foolscap pages in length) on one of the following subjects:—

1. The adventures of the Ancient Mariner.
2. The honey-bee and its ways.

(A candidate desirous of writing on this type of subject but unacquainted with the bee, may substitute some beast, or bird, or insect, with which he is familiar.)

3. The advantages of being a boy scout.
4. Why I like the novels of Dickens.
5. A romantic incident in Canadian history.







## "How a Railway is built"

- (a) Introduction - Brief review of overland means of transportation up to the construction of railroads
- (b) Construction - Surveying of the roadbed (avoid hills & curves) - Clearing of the land - grading - Collecting of material necessary for the road - laying and connecting of rails - ballast - sleepers - difference between English & Colonial roads - Bridging a ravine - tunnel - switch system -
- (c) Operation - employees - telegraph & telephone - scoops - signal system - formation of a train - repair of trains etc -

# Department of Education, Ontario.

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Supplemental Examinations, 1911.

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JUNIOR MATRICULATION.

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## ENGLISH COMPOSITION.

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*Examiners:* { E. J. KYLIE, M.A.  
J. F. MACDONALD, M.A.  
M. W. WALLACE, PH.D.

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NOTE :—*The candidate must not use in his composition any name which might indicate his examination centre.*

Write a composition (about two foolscap pages in length) on one of the following subjects :—

1. An account of a day in summer on the farm.
2. How a railroad is built.
3. An account of the life of the Duke in "My Last Duchess."  
(The student may add details derived from his imagination, provided that they harmonize with what is told in the poem.)
4. The story of a squirrel's life during one year.
5. Will arbitration take the place of war as a method of settling national disputes in the near future?







# Department of Education, Ontario.

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Annual Examinations, 1911.

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## JUNIOR MATRICULATION.

---

### ENGLISH COMPOSITION.

---

*Examiners:* { E. J. KYLIE, M.A.  
J. F. MACDONALD, M.A.  
M. W. WALLACE, PH.D.

---

NOTE.—*The candidate must not use in his composition any name which would indicate his examination centre.*

Write a composition (about two foolscap pages in length) on one of the following subjects :—

1. The life history of a fox.
2. Is Canada's present immigration policy a wise one ?
3. An account of a day spent in the woods.
4. A deserted house.
5. Fruit-growing in Ontario.









# Department of Education, Ontario.

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Annual Examinations, 1910.

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JUNIOR MATRICULATION.

---

## ENGLISH COMPOSITION.

---

*Examiners :* { W. J. ALEXANDER, PH.D.  
E. J. KYLIE, M.A.  
J. F. MACDONALD, M.A.

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NOTE.—*The candidate must not use in his composition any name which would indicate his examination centre.*

Write a composition on *one* of the following subjects :—

1. Marcus Brutus.

(Write a life of Brutus, based upon Shakespeare's play, such as might be found in a dictionary of biography.)

2. The services of the Duke of Wellington to his country.

(This is to be based on Tennyson's Ode, but additional facts may be used which have been learned from history.)

3. A familiar scene.

(An actual scene visible from a fixed spot is to be described so that the reader may have a clear mental image of it.)

4. Should Canada have a navy ?





## "A Canal Lock"

a. Construction - water-tight compartment -

- compartment -
  - sides
  - bed
- ports
  - gates
  - valve
- Compressed air
  - Steam or electricity

b. Operation - Describe how a vessel gets from B to A - levels 100 ft & 60 ft & vice versa.  
Describe how vessel gets from B to A - levels 2000 ft and 60 ft and vice versa.

"Life of Shylock"

# Education Department, Ontario.

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Annual Examinations, 1909.

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JUNIOR MATRICULATION.

---

## ENGLISH COMPOSITION.

---

Examiners: { W. J. ALEXANDER, PH.D.  
E. J. KYLIE, M.A.  
J. F. MACDONALD, M.A.

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---

NOTE.—*The candidate should not use in his composition any name which would indicate the centre at which he wrote.*

Write a composition on *one* of the following subjects:—

1. The Life of Shylock *or* of Jessica.

(Give the story of the character's life, not the plot of the *Merchant of Venice*. You may draw on your imagination for further details than those furnished by the play.)

2. My First Big Fish.

3. A Canal Lock.

(Explain clearly its construction and operation.)

4. How Canada is Governed.

(Confine your explanation to the Dominion as distinct from the provinces and municipalities.)

5. My Favourite Wild Bird.

(A description of its appearance and an account of its habits.)









# Education Department, Ontario.

Annual Examinations, 1907.

JUNIOR MATRICULATION.

## ENGLISH COMPOSITION.

Examiners: { A. R. BAIN, M.A.  
W. S. W. McLAY, M.A.  
M. W. WALLACE, Ph.D.

NOTE — *The candidate will write on ONE, and only one, of the following subjects.*

1. The story of Philip Ray.

(In order to make a good story, candidates may add details invented in harmony with the facts of *Enoch Arden*.)

2. Sugar-making.

3. The Battle of Philippi.

(Use Shakespeare's *Julius Caesar* as your only source of information.)

4. Resolved: That the Provincial Government should supply students of High Schools and Collegiate Institutes with free text books.

5. "Not once or twice in our rough island-story,  
The path of duty was the way to glory."







# Education Department, Ontario.

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Annual Examinations, 1906.

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JUNIOR MATRICULATION.

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## ENGLISH COMPOSITION.

---

Examiners: { A. R. BAIN, M.A.  
E. A. HARDY, B.A.  
W. S. W. McLAY, M.A.

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NOTE — *The candidate will write on ONE, and only one, of the following subjects.*

1. The Story of Luke's Life.

(To the details of Luke's boyhood recorded in *Michael*, candidates may add such other appropriate incidents as will make a complete life.)

2. Persecution of the Jews.

3. King Edward VII.

4. The Town I Live in.

(In writing on this subject, do not mention the name of the town.)

5. A Barn Raising.

6. "Peace hath her victories no less renowned than war."









# Department of Education, Ontario.

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Annual Examinations, 1914.

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## ENTRANCE INTO THE MODEL SCHOOLS.

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### ENGLISH COMPOSITION.

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NOTE.—*The candidate must not use in his composition any name which would indicate his examination centre.*

1. Write a composition on any *one* of the following subjects:—

(a) The stage breaks down on a country road.

(b) The great circus parade.

(c) My favourite summer resort.

(d) The North Wind tells his story.

(e) How to make our homes attractive.

(f) My hero in history.

2. Write a letter from 80 Main Street in Winnipeg to your uncle, Joseph Lee, who lives at 45 King Street in Halifax. Use your strongest arguments to persuade him to allow you to accompany him on his trip to Europe. Sign as John Lee or Mary Lee.

OR

Present the arguments for one side only—either the affirmative or the negative—of the following subject of debate:—

Young men and women have now a better chance if they remain on the farm than if they go to the city.







# Department of Education, Ontario.

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Annual Examinations, 1912.

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## JUNIOR PUBLIC SCHOOL GRADUATION.

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### ENGLISH COMPOSITION.

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Values

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1. Write a composition on *one* only of the following subjects:—

- (a) The growth of Western Canada.
- (b) A sunset scene.
- (c) The life story of a dog (or of a horse).
- (d) Edward the Peacemaker.

50

2. The subject — “Resolved that September is a more delightful month than June”—is to be debated. Imagine yourself to be a speaker on either the affirmative or the negative side of the debate, and write out in good form the arguments you would use in support of your side.

OR

Write a plea for (or against) *one* of the following:—

- (a) The reading of novels.
- (b) The granting to women of the elective franchise (the privilege of voting at public elections) on the conditions on which it is granted to men.









# Department of Education, Ontario.

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Annual Examinations, 1912.

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## SENIOR HIGH SCHOOL ENTRANCE.

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### ENGLISH COMPOSITION.

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NOTE.—*The candidate must not use in his composition any name which would indicate his examination centre.*

1. Write a composition on any *one* of the following topics:—

- (a) A summer storm.
- (b) An interesting day in the harvest field.
- (c) My morning walk to school.
- (d) My favourite winter pastime.
- (e) The wonders of electricity.

2. You are alone in your home when you see a tramp coming. In spite of your fear you answer his knock, and provide him with a simple meal in response to his request. After finishing the meal, he quietly departs.

Describe the incident, so as to bring out your feeling of fear.

OR

A business house, Messrs. Judson and Drake, has sent you a bill, charging you with goods which you did not order. The goods which you did order have not arrived. Since last writing to the firm, you have changed your street address. You are now sending for additional goods, to be forwarded by mail.

Write the letter necessary under the circumstances.







# Department of Education, Ontario.

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Annual Examinations, 1912.

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## SENIOR PUBLIC SCHOOL GRADUATION.

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### ENGLISH COMPOSITION.

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NOTE.—*The candidate must not use in his composition any name which would indicate his examination centre.*

1. Write a composition on any *one* of the following topics:—

- (a) A summer storm.
- (b) An interesting day in the harvest field.
- (c) My morning walk to school.
- (d) My favourite winter pastime.
- (e) The wonders of electricity.

2. You are alone in your home when you see a tramp coming. In spite of your fear you answer his knock, and provide him with a simple meal in response to his request. After finishing the meal, he quietly departs.

Describe the incident, so as to bring out your feeling of fear.

OR

A business house, Messrs. Judson and Drake, has sent you a bill, charging you with goods which you did not order. The goods which you did order have not arrived. Since last writing to the firm, you have changed your street address. You are now sending for additional goods, to be forwarded by mail.

Write the letter necessary under the circumstances.









# Department of Education, Ontario.

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Annual Examinations, 1912.

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## ENTRANCE INTO THE MODEL SCHOOLS.

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### ENGLISH COMPOSITION.

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NOTE.—*The candidate must not use in his composition any name which would indicate his examination centre.*

1. Write a composition on any *one* of the following topics:—

- (a) An amusing incident.
- (b) The fire last night.
- (c) In the days of our grandfathers.
- (d) The resources of Canada.

2. You are visiting friends at 125 Henri St., Montreal. Yesterday you left your umbrella and a book on the street car that conveyed you from the C. P. R. station to your friends' house. Write a brief letter of inquiry to the agent of the street railway whose office is at 34 Centre Street. State clearly the fact, describe the umbrella and the book, and give all instructions necessary to insure your recovery of them, if in the possession of the street railway.

OR

You were paid to deliver a message at a certain house late one evening. To reach it you had to pass up a narrow street. Describe the street so as to convey the impression of deep darkness. Describe the house so as to excite feelings of suspicion and dread. Describe your return as made in fear and haste.







# Department of Education, Ontario.

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Annual Examinations, 1911.

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## ENTRANCE INTO THE MODEL SCHOOLS.

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### ENGLISH COMPOSITION.

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NOTE NO. 1.—*The candidate must not use in his composition any name which would indicate his examination centre.*

NOTE NO. 2.—*He is also reminded that his marks in writing will be judged from his English Composition answer-paper.*

1. Write a *formal* letter to a School Inspector, telling him of your having passed the examination for entrance into the Model Schools and of your desire to attend the next session of one of the Provincial Model Schools, and asking him to forward you a blank form of application for admission to a Model School.

2. Write a composition on any *one* of the following topics:—

(a) The Fiery Cross.

(The Lady of the Lake, Canto Third.)

(b) The Village Store.

(c) Recollections of Early School-days.

(d) True Heroism.









# Department of Education, Ontario.

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Annual Examinations, 1910.

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## ENTRANCE INTO THE MODEL SCHOOLS.

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### ENGLISH COMPOSITION.

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NOTE NO. 1.—*The candidate must not use in his composition any name which would indicate his examination centre.*

NOTE NO. 2.—*He is also reminded that his marks in writing will be judged from his Composition answer-paper.*

1. Wanted, for S. S. No. 11, Oka, a legally qualified teacher. Initial salary \$450 to \$500, according to qualifications and experience. Peter White, Sec.-Treas., Newby.

In answer to the above, supposed to have appeared in "The Daily Trumpeter" of June 10th, 1910, write an application, dating your letter from Toronto and signing it A. B.

2. Write a composition on any *one* of the following topics:—

(a) Canada and the Twentieth Century.

(b) A Nature-Study Ramble.

(c) The Castaway and His Island.

(Based on the story of Enoch Arden.)

(d) "On God and Godlike men we build our trust."

(e) Recent Polar Explorations.

(f) Aerial Navigation.







# Education Department, Ontario.

## Annual Examinations, 1901.

### PART I. JUNIOR LEAVING OR PUBLIC SCHOOL LEAVING.

#### COMPOSITION.

*Examiners:* { W. H. BALLARD, M.A.  
A. CARRUTHERS, M.A.

NOTE.—*The candidate will write on ONE, and one only, of the following themes:—*

1. Books are a Man's Best Friends.
2. Alfred the Great.
3. New Ontario.
4. There never was a Good War or a Bad Peace.
5. A Description of an Ontario Farm.
6. A Canadian Winter Landscape.
7. A Description of an Association or a Rugby Football Match.

[NOTE.—Any proper names the candidate uses must be fictitious, not real names.]









# Education Department, Ontario.

Annual Examinations, 1900.

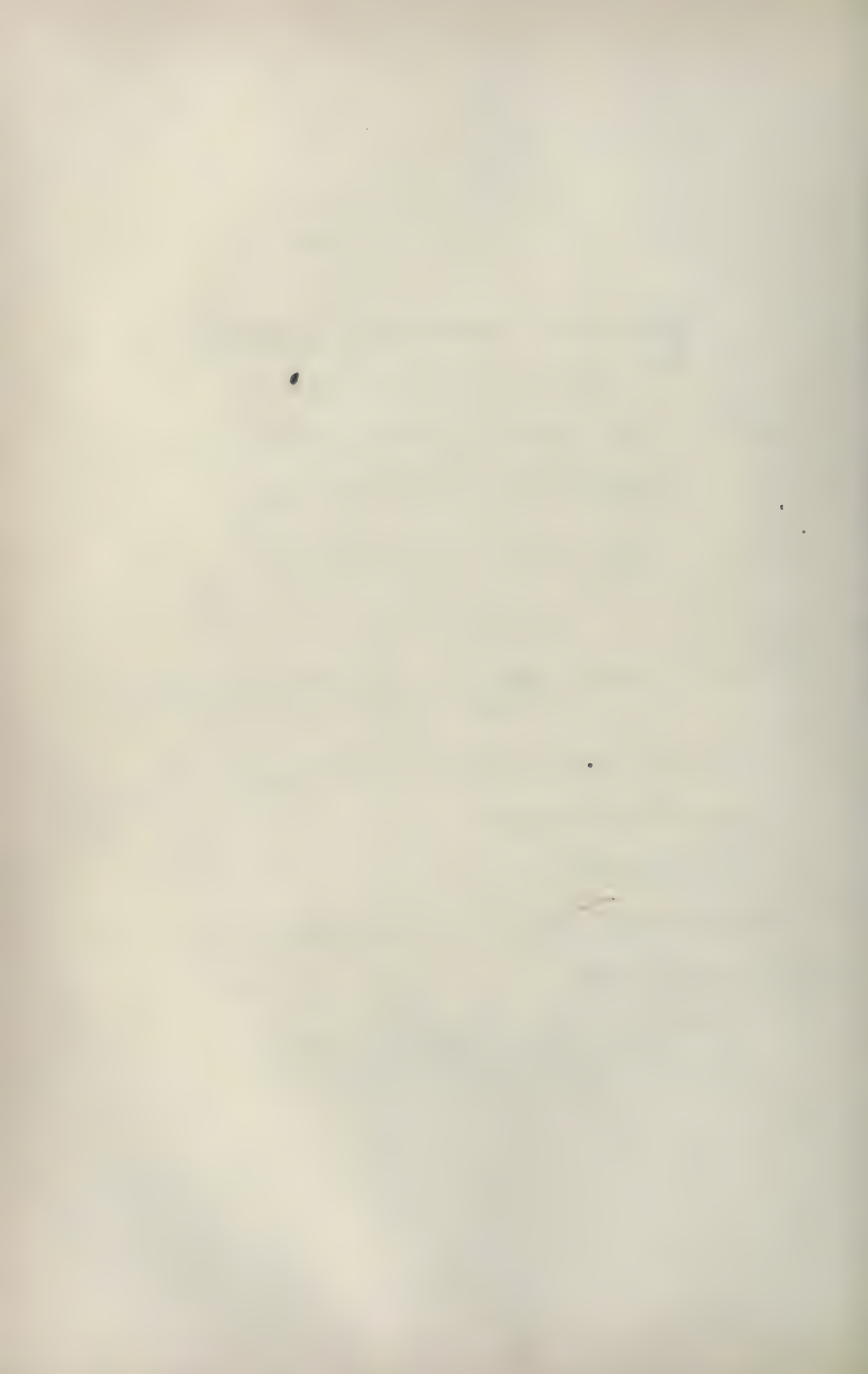
PART I. JUNIOR LEAVING OR PUBLIC SCHOOL LEAVING

## ENGLISH COMPOSITION.

Examiners: { W. H. BALLARD, M.A.  
A. CARRUTHERS, M.A.

NOTE.—*The candidate will write on ONE, and only one, of the following themes:—*

1. Life among the early settlers of Upper Canada.
2. The Relief of Ladysmith.
3. Oliver Cromwell.
4. How machinery has revolutionized farming.
5. A Lacrosse Match.
6. " Her dauntless army scatter'd, and so small,  
Her island-myriads fed from alien lands,—  
The fleet of England is her all in all."







# Education Department, Ontario.

Annual Examinations, 1898.

THE HIGH SCHOOL AND UNIVERSITY EXAMINATIONS.

FORM II.

## ENGLISH COMPOSITION.

Examiners : { A. E. LANG, B.A.  
W. S. W. McLAY, B.A.  
F. H. SYKES, M.A., PH.D.

NOTE.—*The candidate will write on ONE, and only one, of the following themes.*

1. Off to the Klondike.
2. Autumn Fields and Woods.
3. The Queen's Diamond Jubilee.
4. A Picturesque Old House.
5. Write a story founded upon the incidents suggested in the following poem :—

You remember Ellen, our hamlet's pride,  
How meekly she bless'd her humble lot,  
When the stranger, William, had made her his bride,  
And love was the light of their lowly cot.  
Together they toil'd through winds and rains,  
Till William at length in sadness said,  
"We must seek our fortune on other plains,"  
Then, sighing, she left her lowly shed.

They roam'd a long and a weary way,  
Nor much was the maiden's heart at ease,  
When now, at the close of one stormy day,  
They see a proud castle among the trees.  
"To-night," said the youth, "we'll shelter there;  
The wind blows cold, the hour is late!"  
So he blew the horn with a chieftain's air,  
And the porter bow'd as they pass'd the gate.

"Now, welcome, Lady!" exclaim'd the youth,—  
"This castle is thine, and those dark woods all!"  
She believ'd him wild, but his words were truth,  
For Ellen is Lady of Rosna hall!  
And dearly the Lord of Rosna loves  
What William the stranger woo'd and wed;  
And the light of bliss in these lordly groves  
Is pure as it shone in the lowly shed.

[Any names of places in Ontario or of persons used by the candidates, must be fictitious, not real.]









# Education Department, Ontario.

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Annual Examinations, 1897.

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## THE HIGH SCHOOL AND UNIVERSITY EXAMINATIONS.

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FORM II.

---

### ENGLISH COMPOSITION.

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Examiners: { A. CARRUTHERS, M.A.  
F. H. SYKES, M.A., PH.D.  
W. TYTLER, B.A.

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NOTE.—*The candidate will write on ONE, and only one, of the following themes.*

1. The Pioneers of the Backwoods.

2. My First School.

(Any names used must be fictitious, not real names.)

3. The Algonquin Park.

4. The English Sparrow.

5. Venezuela.

6. I am the daughter of Earth and Water,  
And the nursling of the Sky;

I pass through the pores of the ocean and shores;  
I change, but I cannot die.

—SHELLEY: *The Cloud.*

7. Winter Amusements.







# Education Department, Ontario.

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Annual Examinations, 1896.

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## THE HIGH SCHOOL AND UNIVERSITY EXAMINATIONS.

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FORM II.

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### ENGLISH COMPOSITION.

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Examiners :  $\left\{ \begin{array}{l} \text{A. CARRUTHERS, M.A.} \\ \text{F. H. SYKES, M.A., PH.D.} \\ \text{W. TYTLER, B.A.} \end{array} \right.$

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NOTE.—*The candidate will write on ONE, and only one, of the following themes :*

[N.B.—About three pages of foolscap is suggested as the proper length for the essay ; but quality, not quantity, shall be mainly regarded.]

1. The Turks and the Armenians.
2. The Bicycle.
3. The Progress of Electricity.
4. "Thus happiness depends, as Nature shows,  
Less on exterior things than most suppose."
5. An Excursion by Railway or Steamboat.

(Any names of persons or places the candidate uses must be fictitious, not real names.)









# Education Department, Ontario.

ANNUAL EXAMINATIONS, 1893.

THE HIGH SCHOOL PRIMARY.

ENGLISH COMPOSITION.

Examiners: { W. J. ALEXANDER, PH.D.  
J. E. BRYANT, M.A.  
F. H. SYKES, M.A.

NOTE.—*The candidate will write on ONE, and only one, of the following themes :*

1. An Eastern Landscape.

[The candidate may depict any one of the characteristic scenes described in the *Talisman*.]

2. The Coming of Winter in Ontario.

[Any proper names the candidate use must be fictitious, not real names.]

3. The Crusaders.

[The candidate will treat of the aim, spirit, and equipment of the Christian Knights as portrayed in the *Talisman*.]

4. "Books, we know,  
Are a substantial world, both pure and good;  
Round these, with tendrils strong as flesh and blood,  
Our pastime and our happiness will grow."

5. A Country Road.

[Any proper names the candidate uses must be fictitious, not real names.]

6. The Character and Adventures of the Knight of the Leopard.

7. A Tale from Wordsworth.

[Illustrating the lines :

"She dwelt among the untrodden ways  
Beside the springs of Dove,  
A maid whom there were few to praise,  
And very few to love.

A violet by a mossy stone,  
Half-hidden from the eye!  
Fair as a star, when only one  
Is shining in the sky.

She lived unknown, and few could know  
When Lucy ceased to be;  
But she is in her grave, and, oh,  
The difference to me."]







Education Department, Ontario.

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ANNUAL EXAMINATIONS, 1892.

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THE HIGH SCHOOL PRIMARY.

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ENGLISH COMPOSITION.

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Examiners: { W. J. ALEXANDER, PH.D.  
J. E. BRYANT, M.A.  
F. H. SYKES, M.A.

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NOTE.—*The candidate will write on ONE, and only one, of the following themes :*

1. Fergus Mac-Ivor.

2. A Canadian Homestead.

(The candidate may describe any farm with which he happens to be familiar. Any proper names that he uses must be fictitious, not real names.)

3. The Rebellion of 1745.

4. A Journey through a Canadian Forest.

5. The Baron of Bradwardine.

6. "A small drop of ink  
Falling, like dew, upon a thought produces  
That which makes thousands, perhaps millions, think."  
—Byron.









# Education Department, Ontario.

MIDSUMMER EXAMINATIONS, 1886.

SECOND CLASS TEACHERS.

## ENGLISH COMPOSITION.

Examiner—J. E. HODGSON, M.A.

Values.

5

1. Distinguish :—*stationery, stationary ; relic, relict ; gentle, genteel ; metal, mettle ; kind, kindly (adj.) ; manly, manful ; bravery, audacity ; morals, manners ; bring, fetch ; converse, contrary.*

2. About thirty years before this time, a Mahommedan soldier had begun to distinguish himself in the wars of Southern India. His education had been neglected ; his extraction was humble. His father had been a petty officer of revenue ; his grandfather a wandering dervise. But though thus meanly descended, though ignorant even of the alphabet, the adventurer had no sooner been placed at the head of a body of troops than he approved himself a man born for conquest and command. Among the crowd of chiefs who were struggling for a share of India, none could compare with him in the qualities of the captain and the statesman. He became a general ; he became a sovereign. Out of the fragments of old principalities, which had gone to pieces in the general wreck, he formed for himself a great, compact, and vigorous empire. That empire he ruled with the ability, severity, and vigilance of Louis the Eleventh. Licentious in his pleasures, implacable in his revenge, he had yet enlargement of mind enough to perceive how much the prosperity of subjects adds to the strength of governments. He was an oppressor ; but he had at least the merit of protecting his people against all oppression except his own. He was now in extreme old age ; but his intellect was as clear, and his spirit as high, as in the prime of manhood. Such was the great Hyder Ali, the founder of the Mahommedan kingdom of

[OVER.

Mysore, and the most formidable enemy with whom the English conquerors of India have ever had to contend.

20 (a) Give, in your own words and as briefly as you can, the substance of this paragraph.

4 (b) Explain the terms "*balanced*" and "*periodic*", as applied to sentences.

3. Re-write the following sentences, paying special attention to the correction of errors in the use of capitals, punctuation, the use and the order of words:—

3 (a) the author has felt that clergymen more than those of other professions will read this book

4 (b) the theory that land is a boon of nature to which every man has an inalienable right equal to every other person is not new

3 (c) president Johnson has suspended the execution of the sentence of mrs. Bessie Perrin of Baltimore for disloyalty during her good behaviour

3 (d) not that a sunbeam would have been so foolish as to have come in it would have known how much it would have been out of place

3 (e) to overbear such men is the highway to put an extinguisher on the christianity of our land

5 (f) but this even did not retard the prosperity of the place its progress has been continuous and uninterrupted and as in the past so in the future this city is destined to exercise an important influence either for good or evil throughout the world.

50 4. Write a short essay on *one* of the following subjects, paying special attention to the topics enumerated:

(a) THE RÔHILLAS: their origin and character; the object, the method, and the results of their spoliation.

(b) NUNCOMAR: his character; the grounds of his quarrel with Hastings; the charge brought against him; his trial; his sentence; his demeanor whilst awaiting execution; the reception of his death.







# Department of Education, Ontario.

Annual Examinations, 1912.

HONOUR AND SCHOLARSHIP MATRICULATION.

## MODERN HISTORY.

Examiners: { W. S. W. McLAY, M.A.  
M. W. WALLACE, PH.D  
GEORGE M. WRONG, M.A.

*(Only six questions to be answered.)*

1. Contrast the spirit of the Renaissance with that of the Middle Ages. Show how Erasmus represents the Renaissance spirit.
2. Give an outline of the work of *either* Martin Luther, *or* Ignatius Loyola.
3. Sketch the career of William of Orange (the Silent).
4. Show how the Stuart accession weakened the monarchy in England, and led to civil war.
5. Describe the relations between England and France in the reign of Charles II.
6. Sketch the early course of the French Revolution and show how it came about that a republic was established in France in 1792.
7. What were the principal achievements of Napoleon Bonaparte? Why did he fail?
8. Why is the year 1848 a remarkable year in European history?
9. Describe the work on behalf of national unity of *either* Bismarck, *or* Cavour.
10. Explain why the Turkish power has become so weak in Europe.









# Department of Education, Ontario.

Annual Examinations, 1912.

## UPPER SCHOOL EXAMINATION FOR ENTRANCE INTO THE FACULTIES OF EDUCATION.

### MODERN HISTORY.

NOTE.—*The candidate will answer any five questions.*

1. (a) Why is Florence spoken of as “the mediæval Athens”?  
(b) Describe the lives and work of any three Florentines whose names are important for the study of the Renaissance in Italy.

2. Compare Erasmus and Luther as to their characters and religious views, and outline the part which each took in the religious movements of their time.

3. (a) In what respects was the English Civil War a political struggle? In what respects was it a religious struggle?

(b) Account for the change in sentiment of the English people which made possible the restoration of the Stuarts in 1660.

4. (a) State in general terms the foreign policy of Louis XIV.

(b) What important issue was at stake in the War of the Spanish Succession?

(c) How did the outcome of the War of the Spanish Succession contribute to the extension of Great Britain’s colonial empire?

5. (a) Describe the personal character of Napoleon.

(b) What permanent contributions did Napoleon make to the welfare of the French nation?

(c) In what way is Napoleon connected with the dissolution of the Holy Roman Empire?

[OVER]

6. (a) Describe the colonial expansion of Great Britain since 1800.

(b) What important changes have taken place since 1800 in the political relationship between Great Britain on the one hand, and Canada, South Africa, and India respectively on the other?

7. (a) Outline the policy pursued by Bismarck in bringing about the federation of the North German states.

(b) Show how the Franco-Prussian War completed (i) the unification of Germany, (ii) the unification of Italy.





# Department of Education, Ontario.

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Annual Examinations, 1911.

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## ENTRANCE INTO THE FACULTIES OF EDUCATION.

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### MODERN HISTORY.

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1. "During the 16th century the art of the Renaissance reached its highest development."

Illustrate this statement by reference to the leading artists of this period both in Italy and in the countries of Northern Europe.

2. Discuss, under the following heads, the Revolt of the Netherlands :—

- (a) The causes of the revolt.
- (b) The career of William the Silent.
- (c) The outcome of the revolt.

3. What is meant by "The Divine Right of Kings"? What effect had this doctrine on the history of England during the 17th century? Account for the fact that this doctrine persisted in France long after it was abandoned in England.

4. Describe the Society of Jesus (the Jesuit Order) under the following heads :—

- (a) Its origin.
- (b) Its missionary and educational activities.
- (c) Its decline during the 18th century.

5. (a) Specify the chief political abuses which existed in France prior to the Revolution.

(b) What were the immediate causes which led to the calling of the Estates General in 1789?

6. Outline the course of *any two* of the following movements in English history during the 19th century :—

- (a) The movement for the extension of the franchise.
- (b) The agitation for the removal of religious disabilities.
- (c) The agitation for home rule for Ireland.









# Department of Education, Ontario.

Annual Examinations, 1910.

## ENTRANCE INTO THE FACULTIES OF EDUCATION.

### MODERN HISTORY.

1. (a) What were the outstanding features of the Renaissance in Italy?  
(b) Who were the humanists?  
(c) Describe the humanistic movement in Germany.
2. Discuss the Thirty Years' War under the following heads:—  
(a) The causes of the War.  
(b) The parts played by France and Sweden.  
(c) Its results so far as France and Germany respectively were concerned.
3. What was the Edict of Nantes? By whom was it promulgated, and by whom revoked? What were the effects of its revocation upon France as a whole?
4. (a) Name and describe the chief Protestant sects in England during the reign of Charles I.  
(b) What was the policy of Charles I in religious matters? Give illustrations.  
(c) Describe briefly the Puritan emigration to America in the early part of the Seventeenth Century.
5. Describe the means employed by Peter the Great in laying the foundations of the Russian Empire. In this connection make mention of his more important military campaigns.
6. Sketch the development of the Spanish Colonial Empire. Through what agencies did this empire eventually become lost to Spain?
7. Write brief notes on any *four* of the following:—  
(a) The English East India Company.  
(b) The American Declaration of Independence.  
(c) The Peace of Utrecht.  
(d) The Reign of Terror.  
(e) The "Eastern Question."  
(f) The Monroe Doctrine.







# Department of Education, Ontario.

Annual Examinations, 1912.

## HONOUR AND SCHOLARSHIP MATRICULATION.

### MEDIÆVAL HISTORY.

*Examiners:* { W. S. W. McLAY, M.A.  
M. W. WALLACE, PH.D.  
GEORGE M. WRONG, M.A.

*(Only six questions to be answered.)*

1. Describe the part played by the Goths and by the Vandals in breaking up the Roman Empire.

2. Does the work of Charlemagne rival in permanence that of Alfred the Great? Give reasons for your answer.

3. Show what the Northmen achieved in England and in France.

4. Why were there so few large towns in the Middle Ages, and why are there so many now?

5. A mediæval knight is lord of a manor in England. Show how the labour on the estate is carried on, and what are the sources of his income. Have any of his vassals a chance to become well-to-do?

6. Compare the Emperor Frederick II as a ruler with Louis IX (Saint Louis) of France.

7. Which do you regard as having produced the greater effect upon society, Bernard of Clairvaux or Francis of Assisi? Indicate what each of them accomplished.

8. "The crusading movement was wholly mischievous; it injured alike the East and the West." Examine this statement.

9. Why did the English try to conquer Scotland, and why did they fail?

10. Estimate the influence of the Church upon the development of mediæval education.









# Department of Education, Ontario.

Annual Examinations, 1912.

## UPPER SCHOOL EXAMINATION FOR ENTRANCE INTO THE FACULTIES OF EDUCATION.

### MEDLÆVAL HISTORY.

NOTE.—*The candidate will answer any five questions.*

1. What was the state religion of the Roman Empire during the first three centuries of the Christian era? Why were the Christians persecuted? What effect had these persecutions upon the character of the church organization and upon the spread of the Christian doctrine?

2. (a) Describe the establishment of the Frankish kingdom in Gaul.

(b) What events led to (i) the founding of the Gothic kingdom in Spain, (ii) the founding of the Vandal kingdom in Africa? What was the fate of each of these kingdoms?

3. (a) What social and political conditions led to the rise of feudalism?

(b) Explain briefly the chief features of the relation between lord and vassal under the feudal system.

(c) Wherein did feudalism in England differ from feudalism on the continent of Europe?

4. (a) Outline the judicial reforms of Henry II of England.

(b) Indicate the nature of the controversy between Henry II and the Church. Contrast this controversy with the one which took place during the reign of Edward I.

5. (a) State in a general way the causes of the Crusades.

(b) Give specific illustrations of the attitude of the Church toward the Crusades.

(c) What were the effects of the Crusades upon Western Europe?

[OVER]

6. (a) What theories were advanced by Gregory VII (Hildebrand) as to the authority of the Pope ?

(b) What was the "investiture struggle"? Trace the progress of this struggle *either* in England *or* in Germany.

7. (a) Describe the condition of the labouring classes in England during the 13th and 14th centuries.

(b) Give an account of the development of town life in Europe during the Middle Ages.





# Department of Education, Ontario.

Annual Examinations, 1911.

## ENTRANCE INTO THE FACULTIES OF EDUCATION.

### MEDIÆVAL HISTORY.

1. (a) "The Law of the Roman Empire is its chief legacy to posterity." Explain.

(b) What were the chief agencies which contributed to the permanence of the Roman Empire?

(c) State the chief internal causes of the downfall of the Roman Empire.

2. (a) Compare the Saxon occupation of Britain with the occupation of Northern France by the Northmen.

(b) What causes hindered the establishment of a centralized government in England during Saxon times?

3. (a) What is meant by the expression, "The Holy Roman Empire"?

(b) Describe the establishment of the Holy Roman Empire under Charlemagne.

(c) What influence did the idea of a revived Roman Empire have upon the national life of Germany during the Middle Ages?

4. What was the effect of the Moorish occupation of Spain upon the civilization of Europe?

5. What influence upon the religious life of their times was exerted respectively by (a) Bernard of Clairvaux, (b) Francis of Assisi?

6. Account historically for the differences between the power of the English monarchy in the latter part of the 13th century and the power of the French monarchy during the same period.

7. Name the three most important of the city states of Northern Italy. Outline briefly the history of *any one* of them during the Middle Ages.









# Department of Education, Ontario.

Annual Examinations, 1910.

## ENTRANCE INTO THE FACULTIES OF EDUCATION.

### MEDIÆVAL HISTORY.

1. Describe the German tribes under the following heads :—

- (a) Their social life and political organization.
- (b) The circumstances which brought them into contact with the Roman Empire.
- (c) Their conversion to Christianity.

2. What important changes in the government of the Roman Empire are associated with the name of Constantine? What effect had these changes on the later history of the Empire?

3. "Monasticism in spreading from East to West assumed a less extreme and more corporate character."

- (a) Justify the foregoing statement.
- (b) Outline the organization of the monastic orders.
- (c) What were their chief services to the civilization of the Middle Ages?

4. (a) What political and economic conditions of the Middle Ages favoured the growth of Feudalism?

- (b) How did the Church adapt itself to Feudal institutions?
- (c) What eventually led to the downfall of Feudalism?

5. What led to the rise of the mediæval universities? What useful purposes did these institutions serve?

6. Mention the features of the life and work of Alfred of England which entitle him to the name "Alfred the Great."

7. Trace the development of a strongly centralized government in France during the Middle Ages. Give the names of the more important kings.







# Education Department, Ontario.

Annual Examinations, 1908.

## ENTRANCE INTO THE FACULTIES OF EDUCATION.

### MEDLÆVAL HISTORY.

1. (a) Give the main facts regarding the barbarian invasions of the Roman Empire during the fifth century, indicating leaders, general routes, and places of settlement, with approximate dates. .

(b) Which invasions resulted in the founding of permanent states ?

2. Discuss the influence of each of the following on European civilization :—

(a) St. Benedict ;

(b) Gregory VII ;

(c) St. Francis of Assisi.

3. Sketch the life and work of Charlemagne under the following heads :—

(a) his relations with the church ;

(b) his attitude towards learning and education ;

(c) his wars and foreign relations ;

(d) the significance of his imperial title.

4. (a) Describe the first Crusade.

(b) Indicate the effect of the Crusades on Europe.

5. What was the effect of each of the following on English national life :—

(a) the Norman Conquest ;

(b) the administration of Henry II. ;

(c) the administration of John.

6. What changes in thought are represented respectively by the names Abelard and Petrarch ?

7. Give a concise account of the development of the French monarchy from the tenth century to the fourteenth.









# Education Department, Ontario.

Annual Examinations, 1907.

SENIOR TEACHERS.

## MEDLÆVAL HISTORY.

Examiners: { A. R. BAIN, M.A.  
W. S. W. McLAY, M.A.  
M. W. WALLACE, Ph.D.

NOTE.—*Six questions will constitute a complete paper, and only six are to be answered.*

1. Mention the acts of Clovis which have greatly influenced the subsequent history of Western Europe.
2. Point out the circumstances which led the early Bishops of Rome to exercise magisterial functions.
3. Write notes on the founding of the Holy Roman Empire, 800 A.D., under the following heads:—
  - (a) Mode of and reasons for Charlemagne's coronation as emperor;
  - (b) Result as affecting the relations of his successors to the popes.
4. Who were the parties to the Treaty of Verdun, 843 A.D.? Describe, in a general way, the geographical position of the kingdoms formed by it, and explain the practical continuation to the present of the lines of cleavage run at that time through Charlemagne's empire.
5. Account for the rise of feudalism, and explain briefly the mutual relations of lord and vassal.
6. Write notes on the Crusades, touching:—
  - (a) their origin and period of duration;
  - (b) the motives of the Crusaders;
  - (c) effect upon Western civilization.

7. Describe the conditions of life during the greater part of the mediæval period on the manorial estates in Western Europe, and the economic changes tending to the abolition of serfdom.

8. Write notes on the Franciscan and Dominican orders, touching :—

- (a) state of clergy and people which led to their founding ;
- (b) purposes they were intended to serve ;
- (c) conditions of the life which they undertook to live.

9. Describe briefly the efforts of the Hohenstaufen to establish their power in Italy. Point out the chief sources of the resistance they met and the importance of the final result.

10. What were the three chief difficulties encountered by the Capetian kings in fashioning the Kingdom of France? Point out the bearing upon one of these of the exploits of Joan of Arc.





# Department of Education, Ontario.

Annual Examinations, 1911.

HONOUR AND SCHOLARSHIP MATRICULATION.

## MEDIÆVAL AND MODERN HISTORY.

Examiners: { E. J. KYLIE, M.A.  
J. F. MACDONALD, M.A.  
M. W. WALLACE, PH.D.

NOTE.—Only six questions are to be attempted.

1. Describe the manners and institutions of the barbarians who invaded the Roman Empire.
2. Draw a map of Charlemagne's empire. Show what he did for education, and compare his work in this respect with that of Alfred the Great.
3. Discuss the importance of trade and commerce in the middle ages.
4. Describe mediaeval architecture.
5. Give some account of the literary and artistic sides of the Italian Renaissance.
6. Describe the main features of the political situation in Europe at the beginning of the sixteenth century.
7. Account for the position of France under Louis XIV.
8. Show how and where England extended her territory during the eighteenth century.
9. What effect had the French Revolution upon modern Europe?
10. Who is the most interesting figure in the nineteenth century? Give reasons for your answer.
11. Compare the relations between church and state in the middle ages with those which exist to-day.
12. Compare the position of the vassal under the feudal system with that of the artisan of our time.









# Education Department, Ontario.

Annual Examinations, 1909.

HONOUR AND SCHOLARSHIP MATRICULATION.

## MEDIÆVAL AND MODERN HISTORY.

Examiners: { W. J. ALEXANDER, PH.D.  
E. J. KYLIE, M.A.  
J. F. MACDONALD, M.A.

NOTE.—*Only six questions are to be attempted.*

1. Describe the Ostrogoth, Vandal, and Frank invasions of the Roman Empire. Illustrate your answer by a sketch-map.

2. Give your impression of the personality, aims and methods of Charles the Great (Charlemagne).

3. What were the main causes of the crusading movement? Describe any one of the Crusades, and show on a map the route followed by it.

4. How did the kings of France to 1314 increase the royal power?

5. Show what place Saint Francis, Saint Dominic, and their orders of Friars take in mediaeval history.

6. Describe the life and thought of Germany during the fifty years preceding the Protestant Revolt.

7. Analyse the aims and methods of Napoleon Bonaparte in his government of France.

8. Show how Germany became a united state.

9. Discuss the character and results of the Roman occupation of Britain.

10. Describe the effects of the Norman conquest upon England.

11. What were the causes of the civil war between the Stuarts and the English Parliament?

12. Discuss the character and career of the elder Pitt.

THE UNIVERSITY OF CHICAGO  
DIVISION OF THE PHYSICAL SCIENCES  
DEPARTMENT OF CHEMISTRY  
RESEARCH REPORT NO. 1171

BY  
J. H. GOLDSTEIN  
AND  
R. M. MAYER

Submitted by the author to the Division of the Physical Sciences, University of Chicago, August 1961.

This work was supported by the National Science Foundation, Grant No. GP-10541, and the Office of Naval Research, Grant No. N00014-61-0-1000.

The authors wish to thank Dr. J. H. Goldstein for his helpful discussions during the course of this work.

Reprints of this report may be obtained from the University of Chicago Press, 5401 S. Dearborn Avenue, Chicago, Illinois 60637.

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# Education Department, Ontario.

Annual Examinations, 1908.

## ENTRANCE INTO THE FACULTIES OF EDUCATION.

### MODERN AND BRITISH HISTORY.

1. Give an account of the Protestant Revolt in Switzerland.
2. State the foreign policy of Louis XIV., and point out its general results.
3. (a) Enumerate in chronological order, without description, the principal events of the years 1789-92 in France.  
(b) In what respect did Rousseau influence the French Revolution?  
(c) What part did Robespierre play in the Revolution?
4. Outline the movement that resulted in the unity of Germany, dealing only with the period 1806-1871.
5. Compare the policies of Wolsey and Thomas Cromwell in regard to (a) the Crown, (b) the House of Commons, (c) the Church, (d) Foreign Affairs.
6. Describe the commercial, maritime, and colonial expansion of England in the time of Elizabeth.
7. What constitutional problems faced the English people in 1649, 1660 and 1688, respectively? What were the merits of the solution adopted in 1688?
8. Outline the story of the Seven Years' War in America. What were the main features of the treaty that closed the war?









# Education Department, Ontario.

Annual Examinations, 1907.

SENIOR TEACHERS.

## BRITISH AND MODERN HISTORY.

Examiners: { A. R. BAIN, M.A.  
W. S. W. McLAY, M.A.  
M. W. WALLACE, PH.D.

NOTE.—*Six questions will constitute a complete paper, three to be taken from each part.*

### A.

1. Sketch the career of (a) Simon de Montfort, (b) Henry VII., pointing out the conditions of the country and the acts of Henry which combined to make him a despotic prince.
2. Give a brief account of the Acts of the Long Parliament from its first assembling to its dismissal by Cromwell.
3. Write notes on :—
  - (a) The Puritans ;
  - (b) The Court of High Commission, 1583 A.D. ;
  - (c) The Navigation Act, 1651 A.D.
4. In the reign of Charles II., what great principles were involved which led the king to such measures as the Declaration of Indulgence and the Treaty of Dover, and parliament to pass such acts as the Test Act and the Conventicle Act ?

### B.

5. Narrate briefly the attempts made to found for itself a colonial empire, by each of the following countries :—Portugal, Spain, Holland, France, England. Give the present results of these efforts.
6. Trace briefly the fortunes of the Hohenzollern family from their first appearance to the end of the reign of Frederick the Great.

[OVER]

7. What were the principal objects sought by Richelieu in his state policy, the chief steps taken to secure these objects, and the consequences which resulted from his final success?

8. Enumerate some of the more glaring economic and social abuses existing in France during the eighteenth century, and point out the bearing which the philosophical and literary writings of the age had upon the attitude of the people towards these abuses.





# Education Department, Ontario.

Annual Examinations, 1908.

HONOUR AND SCHOLARSHIP MATRICULATION.

## ANCIENT AND BRITISH HISTORY.

*Examiners:* { A. R. BAIN, M.A.  
W. S. W. MCLAY, M.A.  
M. W. WALLACE, PH.D.

1. (a) By what acts during his reign did James II. forfeit his throne?

(b) Give the contents of the Bill of Rights to which his successor assented.

(c) What conceptions of kingly power and prerogatives were held by the Stuarts which proved distasteful to the English people?

2. When it is stated that through the Revolution of 1688 England became self-governing, is it meant that at that date all classes, from the highest to the lowest, acquired the right to participate in the government of the realm? Give the grounds on which your answer is based.

3. (a) What brought about the War of the Spanish Succession? What interest had the English in that struggle?

(b) Give the geographical position of three of the most important victories won by Marlborough.

4. What issue was at stake in the Social War? How was it eventually settled? What Roman statesman first brought this issue into practical politics?

5. Point out the steps by which the professional armies of imperial Rome were developed from the citizen soldiery of the early republic.

6. Describe the improvements made by Augustus in Rome's government of the provinces.

[OVER]



7. (a) What objects did Athens hope to accomplish by the Sicilian Expedition? Show clearly how its outcome and some of the incidents occurring during its course affected the subsequent history of Athens.

(b) Had Pericles been alive when this expedition was proposed, would he, in your opinion, have joined Alcibiades in its promotion? Give reasons for your answer.

8. (a) What territories were assigned each of the three most important kingdoms founded at the partition of Alexander's Empire?

(b) Which of these powers proved the most efficient in carrying out Alexander's purposes?

(c) Name the capital city and date of extinction of each of these three kingdoms?





# Education Department, Ontario.

Annual Examinations, 1907.

HONOUR AND SCHOLARSHIP MATRICULATION.

## ANCIENT AND BRITISH HISTORY.

*Examiners :* { A. R. BAIN, M.A.  
W. S. W. McLAY, M.A.  
M. W. WALLACE, PH.D.

1. Write notes on :—

- (a) the life and achievements of Cardinal Wolsey ;
- (b) the career and political aim of Wentworth, Earl of Strafford.

2. Describe the domestic and foreign policy of Sir Robert Walpole, and point out in what manner English constitutional practice and political life were influenced by that statesman.

3. What events led to the Seven Years' War ? Show how British interests were affected by its course and outcome.

4. State the changes effected in England during the eighteenth century in agriculture and in manufacturing industries, and the results of such changes.

5. Under what circumstances did Sparta capture Thebes in 383 B.C. ? Explain the latter's subsequent rise to a short-lived supremacy in Greece. Why did Athens, Sparta, and Thebes in turn fail to weld the Grecian states into a united people ?

6. What led to the struggle between Persia and Greece, and what general human interests were at stake in the contest ?

7. Explain the commanding position held by the Senate in the Government of Rome from the Samnite wars to the age of the Gracchi, and give the principal causes of its declining importance after the latter period.

8. Compare the legislation of Caius Gracchus with the constitutional arrangements made by Sulla.

9. Write notes on the causes, course and result of the First Punic War.







# Education Department, Ontario.

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Annual Examinations, 1906.

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SENIOR TEACHERS, HONOR AND SCHOLARSHIP  
MATRICULATION.

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## ENGLISH AND ANCIENT HISTORY.

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*Examiners :* { A. R. BAIN, M.A.  
                  { E. A. HARDY, B.A.  
                  { W. S. W. McLAY, M.A.

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1. Mention the chief causes of England's growing wealth and importance during the reign of Elizabeth.

2. Write notes on :—

- (a) The Court of Star Chamber ;
- (b) The Petition of Right ;
- (c) The Test Act.

3. Of each of the following places give the location and mention any noted historical event connected with it :—Naseby, Torbay, Londonderry, Blenheim, Culloden, Plassy.

4. Give a short account of the character and life of Marlborough.

5. State the chief evils in Attica which Solon attempted to remedy, and the laws and political arrangements he made to accomplish his purpose.

6. Compare the treatment by Athens of her dependent allies during the time of her supremacy, with the treatment of weaker states by Sparta after the fall of Athens.

7. Sketch briefly the career of Sulla and of Pompey.

8. Outline the method adopted by republican Rome in the government of her provinces.









# Education Department, Ontario.

Annual Examinations, 1905.

SENIOR TEACHERS, HONOR AND SCHOLARSHIP  
MATRICULATION.

## ENGLISH AND ANCIENT HISTORY.

*Examiners:* { W. J. ALEXANDER, PH.D.  
J. MARSHALL, M.A.  
W. TYTLER, B.A.

1. Sketch the progress of England during the 16th Century, and indicate the chief influences affecting the national development.

2. State the principal causes of the Revolution of 1688. What constitutional change resulted? What were the provisions of the Bill of Rights?

3. Write brief historical notes on :—

- (a) Thomas Cromwell ;
- (b) John Hampden ;
- (c) Duke of Monmouth ;
- (d) Robert Walpole ;
- (e) Clive.

4. Write brief notes, geographical and historical, on :—

- (a) Jamestown ;
- (b) Dunbar ;
- (c) Sedgemoor ;
- (d) Killiecrankie ;
- (e) Oudenarde ;
- (f) La Hogue ;
- (g) Fontenoy ;
- (h) Pondicherry.

5. What causes led to the Peloponnesian war? Compare the resources of the opposing states, and trace the course of the war to the Peace of Nicias.

[OVER.]

6. Write historical notes any two of :—

- (a) The Expedition of the Ten Thousand ;
- (b) Greek Colonies ;
- (c) The Cimbri and Teutones ;
- (d) The Second Triumvirate.

7. Under what circumstances were Tribunes first appointed at Rome? Give an account of their powers and privileges, and the influence of their office on the Roman state.

8. Draw a map of Italy and trace on it Hannibal's route in the Second Punic War as far as Capua. Locate also Rome, Capua, and the scenes of four battles of the war.





# Education Department, Ontario.

Annual Examinations, 1902.

SENIOR LEAVING OR HONOR MATRICULATION.

## ENGLISH AND ANCIENT HISTORY.

*Examiners:* { PELHAM EDGAR, PH.D.  
W. S. W. McLAY, M.A.  
G. M. WRONG, M.A.

1. Contrast the characters and the chief aspects of the careers of Pericles and Julius Caesar.

2. Write notes upon :—

- (a) Lyscurgus ;
- (b) the nature of the full rights of Roman citizenship ;
- (c) Hannibal's position after the battle of Cannae ;
- (d) the powers of the Roman Senate under Augustus ;
- (e) the career of Philip of Macedon.

3. Compare the characters of Henry VIII. and Elizabeth, and the religious settlements made in their reigns.

4. Estimate the character and the results of Pitt's influence in connection with the Seven Years' War.

5. Explain briefly :—

- (a) the causes of the second outbreak of civil war in the reign of Charles I ;
- (b) the causes of the Commonwealth's war with Scotland and its result ;
- (c) the basis of the power of Oliver Cromwell in England.

6. Discuss the causes of the fall of James II., and show the extent to which the settlement of the crown on William and Mary may be regarded as revolutionary.

7. Indicate the situation of the following places and mention any important events in history connected with them :—Thermopylae ; Flodden Field ; Fotheringay ; Plataea ; Blenheim ; Naseby ; Drogheda ; Trebia ; Numidia ; La Hogue ; Utrecht.









# Education Department, Ontario.

Annual Examinations, 1901.

SENIOR LEAVING OR HONOR MATRICULATION.

## ENGLISH AND ANCIENT HISTORY.

*Examiners :* { W. J. ALEXANDER, B.A., PH.D.  
PELHAM EDGAR, B.A., PH.D.  
G. M. WRONG, M.A.

1. Explain in what respects the policy of Henry VIII. may be regarded as revolutionary. Compare his authority as monarch with that exercised by William III.

2. Write notes upon :—

- (a) Wentworth's policy in Ireland ;
- (b) the Jacobite risings ;
- (c) the founding of the Massachusetts colony.

3. Explain why the Battle of Marathon could be called "the most memorable battle in the history of the world." (Freeman.)

4. Write explanatory notes upon :—

- (a) the reasons for the severe discipline of life enforced at Sparta ;
- (b) the political and social effects of the Olympian festival ;
- (c) the career of Themistocles.

5. Explain the origin of the patrician and plebeian parties at Rome, and indicate briefly the political functions of the Tribunes and the Censors.

6. Write notes upon :—

- (a) the career of Hannibal ;
- (b) the chief causes of the decline of public virtue at Rome ;
- (c) the greatness of Julius Caesar.

[OVER.]

7. Write notes, historical and geographical, upon the following :—

- (a) the political results of the peculiar physical features of Greece ;
- (b) the frontiers of the Roman Empire under Augustus ;
- (c) Salamis ;
- (d) Sedgemoor ;
- (e) Plymouth Rock ;
- (f) Argos.





# Education Department, Ontario.

Annual Examinations, 1900.

SENIOR LEAVING OR HONOR MATRICULATION.

## ENGLISH AND ANCIENT HISTORY.

*Examiners :* { W. J. ALEXANDER, B.A., PH.D.  
                  { PELHAM EDGAR, B.A., PH.D.  
                  { A. E. LANG, B.A.

1. State clearly the ecclesiastical policy of Henry VIII., and define briefly Elizabeth's attitude towards the church.

2. Give a sketch of the character and an account of the career of Oliver Cromwell. State his policy with regard to religion, commerce, Ireland, colonies and foreign countries.

3. Sketch the social and political condition of England during the reign of Charles II.

4. Trace the growth of Macedonian influence in Grecian affairs after the fall of Thebes.

5. In what respects did the Roman republic differ from a modern republic? Show how Rome was governed.

6. Sketch the life and work of Alcibiades and of Augustus.

7. Give the location of and write brief historical notes on :—

La Rochelle,  
Ryswick  
Ramillies,  
Plassy,  
Chæroneia,  
Cynoscephelæ,

Megalopolis,  
Naupactus,  
Cannae,  
Massilia,  
Saguntum,  
Trasimenus.









# Education Department, Ontario.

Annual Examinations, 1899.

THE HIGH SCHOOL AND UNIVERSITY EXAMINATIONS.

## FORM IV.

### ENGLISH AND ANCIENT HISTORY.

*Examiners:* { W. J. ALEXANDER, B.A., PH.D.  
A. E. LANG, B.A.  
W. S. W. McLAY, B.A.

1. Give an account of the main features of Wolsey's policy, and show how far he succeeded in carrying it out. State fully the circumstances that led to his downfall.

2. What were the causes of the rebellions in Ireland during the reign of Elizabeth? How were they suppressed and what measures were adopted in the following reign to prevent their recurrence?

3. Give a concise account of the growing power of the House of Commons during the first half of the seventeenth century.

4. Write historical notes on:—

- (a) The Grand Alliance,
- (b) The Peace of Ryswick,
- (c) The Act of Settlement,
- (d) The Peace of Utrecht.

5. State briefly the causes and results of the Peloponnesian War.

6. Give an account of the formation of the Second Triumvirate, and of the subsequent fortunes of its members.

7. Sketch briefly the life and work of Pericles and of Sulla.

8. Give location of, and write historical notes on:—

- |             |            |
|-------------|------------|
| Dunbar,     | Corcyra,   |
| Santa Cruz, | Mantineia, |
| Mylae,      | Olynthus,  |
| La Hogue.   | Capua.     |







Education Department, Ontario.

Annual Examinations, 1898.

THE HIGH SCHOOL AND UNIVERSITY EXAMINATIONS.

## FORM IV.

# ENGLISH AND ANCIENT HISTORY.

*Examiners:* { A. E. LANG, B.A.  
W. S. W. McLAY, B.A.  
F. H. SYKES, M.A., PH.D.

1. Enumerate the difficulties that beset Elizabeth at her accession. Show how she severally dealt with these difficulties. Estimate the results of her policy.

2. Discuss the main constitutional features involved in the execution of Charles I., the deposition of James II., and the crowning of William III.

3. Write an account of the Seven Years' War: (a) the causes; (b) its various campaigns; (c) its results, indicating fully the grounds for Green's statement that "it is a turning point in the national history."

[Illustrate, with rough maps, your account of the campaigns.]

4. Write historical notes on :—

- (a) The Rise of Methodism,
- (b) The Institution of Party Government,
- (c) The Rise of the English Drama,
- (d) The Settlement of Virginia.

5. Outline the struggle for supremacy between the Roman Patricians and Plebeians. State the steps in the struggle signified by (a) the institution of the tribunes of the plebs, (b) Lex Publilia, (c) the Licinian Rogations.

6. Narrate the events that first brought Rome into full contact with Greek civilisation. Show how and in what respects Greek civilisation influenced Roman life and literature.

7. Give a brief account of the life and work of the following, and estimate the influence of each in the history of his time :—  
Themistocles,                      Socrates,  
Demosthenes,                      Epaminondas.

8. Draw a map of the Roman world at the beginning of the Empire.









# Education Department, Ontario.

Annual Examinations, 1897.

## THE HIGH SCHOOL AND UNIVERSITY EXAMINATIONS.

### FORM IV.

## ENGLISH AND ANCIENT HISTORY.

*Examiners:* { A. CARRUTHERS, M.A.  
F. H. SYKES, M.A., PH.D.  
W. TYTLER, B.A.

1. Give an historical outline of the relations existing between England and Ireland during the Tudor period, indicating the Irish policy pursued under the different sovereigns of that line.

2. Sketch clearly the character of Elizabeth, and compare it with the ideal thereof which the nation at large entertained.

3. "No part of his policy is more characteristic of Cromwell's mind whether in its strength or in its weakness, than his management of foreign affairs."

Discuss the historical value of this statement.

4. Describe the "Puritan Ideal" of life and government, and contrast it with the actual condition of affairs following the Restoration. To what extent did the reaction make itself felt in the country at large?

5. (a) Distinguish between the Declaration of Rights and the Bill of Rights

(b) Mention the fundamental principles of government set forth in the measure, the constitutional changes introduced thereby, and also those flowing from it after it came into effect.

6. Compare with respect to personal character and political ideals:—

(a) Themistocles and Robert Walpole,

OR,

(b) Pericles and the elder Pitt.

[OVER.]

7. Give a brief account of Caesar's public career from the conclusion of his campaigns in Gaul till his death. Describe his character, and mention any measures of reform with which his name is connected.

8. Locate, and write brief historical notes on, the following:—

- |                      |                   |
|----------------------|-------------------|
| (a) Augsburg,        | (g) Aegospotami,  |
| (b) Chalgrove Field, | (h) Epipolae,     |
| (c) Flodden,         | (i) Lade,         |
| (d) Fontenoy,        | (j) Actium,       |
| (e) Nimeguen,        | (k) Beneventum,   |
| (f) Zutphen,         | (l) Campi Raudii. |





# Education Department, Ontario.

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Annual Examinations, 1896.

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## THE HIGH SCHOOL AND UNIVERSITY EXAMINATIONS.

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FORM IV.

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### ENGLISH AND ANCIENT HISTORY.

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*Examiners:* { A. CARRUTHERS, M.A.  
F. H. SYKES, M.A., Ph.D.  
W. TYTLER, B.A.

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1. Sketch the career and character of Thomas Cromwell, showing what was the great aim of his political life, and indicating to what extent and in what ways he succeeded in effecting his purpose. On what ideal was his statesmanship modelled?

2. Give some account of the England of Elizabeth under the following heads:—

- (a) Legislation affecting the impoverished classes.
- (b) Condition of agriculture, manufactures and commerce.
- (c) Wealth and social progress.
- (d) Revival of letters, with a brief description of the chief writers and their works, (excepting Shakespeare).

3. Describe the "New Model" from a military, a political and a religious point of view, and give a concise account of its political conduct from the battle of Naseby to the execution of Charles I. Name some of the moving spirits of the New Model.

4. Explain the intent and scope of the Act of Uniformity of 1662, describing the conditions which made it possible, the respective attitudes of the King, Lords and Commons towards the Bill, and the results, religious and political, that flowed from it.

[OVER.]



5. "It was to nobler qualities than these that the Whigs owed their long rule over England. They were true throughout to the principles on which they had risen to power, and their unbroken administration converted those principles into national habits."

Describe briefly and clearly the 'principles' here referred to, and sketch concisely the character and political career of the statesman by whose genius the Whigs were able to grasp and carry out their policy.

6. Sketch the career and character of Pericles, and institute a brief comparison between the Periclean Age and that period of English history to which, in your opinion, it bears the greatest resemblance.

7. Sketch the reign and character of Augustus, and give some account of the famous men whose names lend lustre to the time.

8. Locate, and write brief historical notes on *ten* of the following, selecting *any five from each column* :—

- |                       |                        |
|-----------------------|------------------------|
| (a) Arcot,            | (k) Arginusae,         |
| (b) Carrickfergus,    | (l) Coreyra,           |
| (c) Culloden Moor,    | (m) Leuctra,           |
| (d) Dettingen,        | (n) Mitylene,          |
| (e) Edgehill,         | (o) Potidaea,          |
| (f) Fort Duquesne,    | (p) Allia,             |
| (g) Langside,         | (q) Asculum,           |
| (h) Ryswick,          | (r) Furculae Caudinae, |
| (i) The English Pale, | (s) Trebia,            |
| (j) Uxbridge,         | (t) Zama.              |





## Education Department, Ontario.

ANNUAL EXAMINATIONS, 1893.

THE HIGH SCHOOL SENIOR LEAVING AND UNIVERSITY HONOR MATRICULATION.

### HISTORY AND GEOGRAPHY.

Examiners : { W. J. ALEXANDER, PH.D.  
J. E. BRYANT, M.A.  
F. H. SYKES, M.A.

NOTE.—Only five questions in all are to be answered by any candidate, but one of them must be EITHER question 4 OR question 8.

1. Give a sketch of the characters and careers of COLET and ERASMUS, and of their influence upon the educational and religious awakening which marked the earlier years of the sixteenth century.

2. "Cromwell is in fact the first English minister in whom we can trace through the whole period of his rule, the steady working out of a great and definite purpose."—*Green*.

Give a sketch of the character and career of THOMAS CROMWELL, and shew what his "great and definite purpose" was, and to what extent and in what ways he succeeded in effecting it.

3. Give an account of the origin, character, and influence of the ELIZABETHAN DRAMA, and sketch briefly the life, character, and dramatic work of (a) GREENE; (b) MARLOWE; (c) SHAKESPEARE.

4. Sketch concisely the rule of England over Ireland under the following heads :

- (a) The policy of Henry VII.
- (b) The policy of Wolsey.
- (c) The policy of Cromwell.
- (d) The policy of Henry VIII after Cromwell's death.
- (e) The policy of Somerset.
- (f) The policy of Mary.
- (g) The policy of Elizabeth as administered by Sidney, Lord Grey, and Mountjoy.
- (h) The policy of Chichester.
- (i) The Colonization of Ulster under James VI.

(OVER.)

5. (a) Sketch the character and the political and literary career of LORD BACON.

(b) Describe what you conceive to be Bacon's chief claims to be considered one of the world's great men.

6. (a) Give a sketch of the later years of MILTON's life.

(b) Describe how and to what extent Milton's life and character were typical of Puritanism, and shew that *Paradise Lost*, both in its excellences and in its deficiencies, is a reflection of the higher types of Puritan character and culture.

7. Describe the character of CHARLES II both as man and monarch, and contrast his methods of personal government with those of his grandfather, his father, and his brother. Illustrate your points wherever possible by reference to specific acts of the king.

8. Sketch the character of ASHLEY COOPER, EARL OF SHAFTESBURY, and describe concisely his political career :

(a) prior to the Restoration ;

(b) while in opposition to Clarendon ;

(c) as a member of the Cabal ;

(d) while in opposition to Danby ;

(e) as Lord President of the King's Council, 1679 ;

(f) from his dismissal from the Council until his flight to Holland and death.

9. (a) Shew how in the reign of William III the powers and functions of government, both legislative and executive, were fully and finally transferred from the King to the House of Commons.

(b) What benefits to the kingdom, both constitutional and financial, were the first fruits of the new life possessed by the House by virtue of these changes ?

10. Name in chronological order all the more important battles (including sieges) in which OLIVER CROMWELL was personally engaged ; state the geographical position of each, and give concisely the main particulars concerning each.







Education Department, Ontario.

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ANNUAL EXAMINATIONS, 1892.

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THE HIGH SCHOOL JUNIOR LEAVING AND UNIVERSITY PASS MATRICULATION.

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UNIVERSITY MATRICULATION SCHOLARSHIP EXAMINATION.

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HISTORY AND GEOGRAPHY.

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*Examiners:* { W. J. ALEXANDER, Ph.D.  
J. E. BRYANT, M.A.  
F. H. SYKES, M.A.

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1. (a) Describe concisely the principal provisions of the BILL OF RIGHTS (1689), and shew why it was necessary to put these provisions in the form of a Statute.

(b) Describe concisely the means taken during the reign of William III to secure

- (1) the meeting of Parliament at least once every year;
- (2) the control of Parliament over the Army;
- (3) the keeping of Parliament in accord with the opinions of the people;
- (4) the freedom of the press;
- (5) the independence of the judiciary;
- (6) the maintenance of the coinage of the realm at its proper standard of weight and purity.

2. (a) Sketch the beginnings of English rule in INDIA. Describe its condition and extent at the conclusion of the Peace of Aix-la-Chapelle (1748).

(b) Sketch the history of India as a British Possession from 1748 to 1773, making special reference to the career of ROBERT LORD CLIVE.

(c) Describe the conduct of WARREN HASTINGS as Governor-General of India with special reference to what he did for the extension and permanent establishment of British authority there. Describe briefly the causes, incidents and results of the Trial of Hastings.

(OVER.)



3. (a) Describe as fully as you can the causes which led the people of the thirteen American Colonies to declare their independence of England, July 4th, 1776.

(b) Describe succinctly the *domestic troubles* of England during the progress of the American War of Revolution (1776—1783).

4. (a) Give an account of the character and life of PERICLES.

(b) Describe succinctly the supremacy of Athens as to (1) political power, (2) trade and commerce, (3) literature and art, during the so-called "Age of Pericles," (B. C. 465—429). Enumerate the great Athenians that flourished during this period and briefly mention what they did to make the Age of Pericles one of the most brilliant epochs in the world's history.

(c) Sketch briefly the causes which, after Pericles' death, operated to bring about a rapid decline in the greatness of Athens.

5. (a) Give an account of the character of the government of AUGUSTUS (B. C. 31—A. D. 14) specifying what he did (1) to secure permanency and strength in his position as chief of the empire; (2) to secure an unopposed and authoritative administration of affairs both in Rome and throughout the empire.

(b) Give some account of the condition of the people of Rome under Augustus as regards (1) their political condition, (2) their morals and social life, (3) their religion.

(c) Describe very briefly the literary activity of Rome during the time of Augustus, mentioning some of the writers and writings that contributed towards making it famous as the "Augustan Age" of Latin literature.

6. (a) Enumerate and give the geographical location of the territories that acknowledged the rule or leadership of (1) ATHENS, (2) SPARTA, at the beginning of the Peloponnesian War.

(b) Enumerate and locate the regions comprised within the ROMAN EMPIRE at the Birth of Christ, using in your answer, as far as possible, both the ancient names and their modern equivalents.





# Department of Education, Ontario.

Annual Examinations, 1913.

## MIDDLE SCHOOL EXAMINATION FOR ENTRANCE INTO THE NORMAL SCHOOLS.

### HISTORY.

(BRITISH AND CANADIAN.)

#### A.

NOTE.—*Only four questions to be attempted. If a candidate writes on the five questions of A, only the first four attempted will be counted.*

1. Describe the conditions that led to the passing of the following acts, and explain the changes that were made in the government of Ireland by them :—

- (a) Poynings' Law (1494).
- (b) The Act of 1782.
- (c) The Union Act of 1800.

2. What were the causes of the American Revolutionary War? What was the result of the war? How did this war affect Canada and Australia?

3. Give a concise account of the contribution of the following men to the advancement of their country :—Warren Hastings, William Wilberforce, Rowland Hill.

4. (a) Describe the conditions that led to the passing of the Poor Law of Elizabeth's reign (1601). Explain the terms of this Act.

(b) What abuses in regard to the relief of the poor had crept in about the end of the Eighteenth century?

(c) What changes were effected by the Poor Law Amendment Act of 1834?

5. Give a concise account of the Indian Mutiny under these heads :—

- (a) The causes.
- (b) The chief events.
- (c) The result.

[OVER]

B.

NOTE.—*Only four questions to be attempted. If a candidate writes on the five questions of B, only the first four attempted will be counted.*

6. Give a brief historical account of the explorations of :—

(a) The Cabots.

(b) La Salle.

7. (a) What were the causes of the War of 1812?

(b) Describe concisely the campaign of 1812.

8. (a) What steps were taken to bring about the passing of the British North America Act?

(b) Explain the terms of the Act which describe the composition of the Federal system of government.

9. Describe briefly the development of the means of transportation in Canada between 1812 and 1867.

10. Give a brief outline of the part played in the development of Canada by :—

(a) Lord Durham.

(b) Sir Charles Tupper.







# Department of Education, Ontario.

Annual Examinations, 1912.

## MIDDLE SCHOOL EXAMINATION FOR ENTRANCE INTO THE NORMAL SCHOOLS.

### HISTORY.

(BRITISH AND CANADIAN.)

#### A.

NOTE.—*Only four questions to be attempted. If a candidate writes on the five questions of A, only the first four attempted will be counted.*

1. "Nothing could be worse than the state of England when Elizabeth came to the throne".

Describe briefly the cause of this condition and the result of the methods pursued by Elizabeth to improve it.

2. Give a concise account of the career of the Younger Pitt under the heads:—

(a) Improvement in the government of India.

(b) Attitude towards the French Revolution.

(c) Government of Ireland.

3. Describe the conditions that called for the Reform Bill of 1832. What changes were effected by this Bill? What further improvements were introduced by the Reform Bills of 1867 and 1884?

4. (a) What were the causes, immediate and remote, of the Crimean War? Briefly describe the part Britain played in this war.

(b) Describe how Britain and Canada were affected by the American Civil War (1861-1866).

5. State the advantages that accrued to Britain through the efforts of:— John Wilkes, John Wesley, John Howard.

[OVER]



B.

*(Candidates will take the three questions of B.)*

6. Give a concise account of the Union Act of 1841 under the following heads :—

- (a) The conditions that led to it.
- (b) The provisions of the Act.

7. Give a brief historical account of :—

- (a) The United Empire Loyalists.
- (b) The Hudson's Bay Company.

8. We have three governments, the Municipal, the Provincial, and the Federal.

Briefly describe the powers possessed by each. From what sources does each derive its revenue ?

OR

Give a brief outline of the career of :—

- (a) Champlain.
- (b) Sir John A. Macdonald.
- (c) Joseph Howe.





# Department of Education, Ontario.

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Annual Examinations, 1911.

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## ENTRANCE INTO THE NORMAL SCHOOLS.

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### HISTORY.

(BRITISH AND CANADIAN.)

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1. Give a concise account of the settlement of Britain by the English. Describe the social, political, and religious condition of the English at that time.

2. Describe briefly the development of manufacturing and of the means of transportation and communication in Britain from 1750 to 1885.

3. Give a connected account of the Corn Laws under the following heads:—

(a) The Act of 1815.

(b) The sliding scale of 1828.

(c) The Anti-Corn Law League.

(d) The Repeal of the Laws.

4. Describe the rise and development (until 1885) of the British Empire in India.

5. Explain the advantages that accrued to Britain through the efforts of the following men:—Caxton, Wilberforce, Nelson.

6. Trace the development of the constitutional government of Canada under British rule by briefly touching on the following points:—The Quebec Act, the Constitutional Act, the Union Act, and the British North America Act.

7. (a) Quebec has been besieged four times—in 1629, in 1690, in 1759, and in 1775. State briefly the circumstances and the results in each case.

(b) In what way were the boundaries of Canada affected by (i) the Treaty of Versailles, (ii) the Ashburton Treaty, (iii) the Washington Treaty?







# Department of Education, Ontario.

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Annual Examinations, 1910.

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## ENTRANCE INTO THE NORMAL SCHOOLS.

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### HISTORY.

(BRITISH AND CANADIAN.)

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1. Write historical notes on :—
  - (a) Character and reign of Alfred the Great.
  - (b) Geographical discoveries in the reign of Henry VII.
2. Give an account of the social changes in Britain during the Eighteenth Century (1700-1800) under the heads :—
  - (a) Means of communication.
  - (b) Agriculture (refer to Inclosure Acts).
  - (c) Industrial revolution.
3. Write briefly on :—
  - (a) Repeal of the Corn Laws, 1846.
  - (b) Literature of the reign of Queen Victoria.
4. Write briefly on :—
  - (a) Causes leading to the American Revolution, beginning with the capture of Quebec, 1759.
  - (b) American Invasion of Canada, 1775-6.
5. Write historical notes on :—
  - (a) Frontenac.
  - (b) Expulsion of the Acadians.
  - (c) United Empire Loyalists.
6. Give a short sketch of :—
  - (a) Selkirk and his Settlements, 1811-12.
  - (b) Admission of British Columbia to Confederation.
7. What part did each of the following play in the war of 1812-14 :—Sir Isaac Brock, Tecumseh, and Laura Secord ?
8. What do you understand by each of the terms given in this question ? Responsible Government ; A Federal Union ; Cabinet ; Premier ; and Prorogation of Parliament.









# Education Department, Ontario.

Annual Examinations, 1909.

## ENTRANCE INTO THE NORMAL SCHOOLS.

### HISTORY.

(ANCIENT, BRITISH AND CANADIAN.)

1. Write historical notes (about 30 lines each) on :—
  - (a) Champlain;
  - (b) The Hudson Bay Company.
2. Write an article on the formation of the Dominion of Canada under the following heads :—
  - (a) The immediate causes of Confederation ;
  - (b) The advantages of Confederation ;
  - (c) Some account of at least three of the “ Fathers of Confederation ” ;
  - (d) Dates and circumstances of the admission of provinces since 1867.
3. Write historical notes on :—
  - (a) Social life in England during the reign of Elizabeth ;
  - (b) The Petition of Right (circumstances leading to and terms of) ;
  - (c) The Bill of Rights (circumstances and terms).
4. Give an account of the reign of George III under the heads :—
  - (a) Territorial changes ;
  - (b) Moral advancement.
5. Write concisely on literature and literary men of the reign of Victoria.
6. Give a concise account of each of the following :—
  - (a) The First Triumvirate ; —
  - (b) The struggle between Marius and Sulla ; —
  - (c) The Third Punic War. —
7. Write an article on the Literature and Art of Greece, dealing only with the leading men. .
8. Write historical notes on :—
  - (a) Grecian National Games and their influence ; —
  - (b) Themistocles. —







# Education Department, Ontario.

Annual Examinations, 1908.

## ENTRANCE INTO THE NORMAL SCHOOLS.

### HISTORY.

(ANCIENT, BRITISH AND CANADIAN.)

1. (a) What conditions in Canada led to the demand for Confederation? Trace the various steps leading to the passing of the British North America Act.

(b) Give the chief provisions of the B.N.A. Act and state why the powers not specifically mentioned in the Act as belonging to the Provinces were vested in the Federal authorities.

2. Write historical notes of from 15 to 20 lines each on :—

(a) Champlain,

(b) The United Empire Loyalists in Upper Canada.

3. Give a concise account of the career of the younger Pitt, under the heads :—

(a) Circumstances of his accession to power,

(b) As a Peace Minister,

(c) As a War Minister.

4. Write a concise article on the reign of Elizabeth, using as topics :—

(a) Naval enterprises and achievements,

(b) Great writers of the reign.

5. Write historical notes of from 15 to 20 lines each on :—

(a) The political aims of George III.,

(b) The social changes caused by the Norman Conquest.

6. Give a concise account of the Second Punic War, under the heads :—

(a) Causes,

(b) Progress to the battle of Cannae,

(c) The causes of the failure of the Carthaginians.



7. (a) Give an account of the Spartan training as laid down by Lycurgus.

(b) Briefly describe Athens under Pericles.

8. Where and for what noted in history are:— Yorktown, Montgomery's Tavern, Balaclava, Trafalgar, Fort Garry, The Rubicon, Aegospotami, Aquae Sextiae, Marathon, Actium?





# Education Department, Ontario.

Annual Examinations, 1907.

## PART II. JUNIOR TEACHERS.

### HISTORY.

Examiners: { A. R. BAIN, M.A.  
W. S. W. McLAY, M.A.  
M. W. WALLACE, Ph.D.

NOTE.—Candidates will take Section A and any TWO questions of Section B.

#### A.

1. Give the causes of the outbreak, in 1793, of war between France and England; and recount the principal naval operations of England in that contest to October, 1805.

2. During the reigns of George III. and George IV., what were the chief improvements made in:—

- (a) Criminal law;
- (b) Prison life;
- (c) Manufacturing industries?

3. Write historical notes on:—

- (a) The United Empire Loyalists;
- (b) The Constitutional Act, 1791;
- (c) The Act of Union, 1840.

4. What caused the downfall of:—

- (a) The Macdonald Ministry, 1873;
- (b) The Mackenzie Ministry, 1878?

5. Trace the development of Athens from a kingdom to the democracy of the Age of Pericles.

6. Describe the formation and purpose of the Second Triumvirate, and state briefly the subsequent fortunes of each of its members.

[OVER]

B.

7. Write notes on :—

- (a) Socrates ;
- (b) Lysander ;
- (c) The Peace of Nicias ;
- (d) The Conference of Corinth, 481 B.C.

8. Write notes on the comitia centuriata, dictator, and censor.

9. Where, and for what noted, is each of the following :—  
Brest, Corunna, Van Diemen's Land, Auckland, Inkerman,  
Khartoum, Wolfe's Cove, Chrysler's Farm ?

10. Indicate the position of each of the following, and mention some important historical event associated with it :— Allia, Cannae, Rubicon, Mylae, Numantia, Leuctra, Amphipolis, Salamis, Arbela, Olympia.





# Department of Education, Ontario.

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Annual Examinations, 1913.

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## MIDDLE SCHOOL EXAMINATION FOR ENTRANCE INTO THE NORMAL SCHOOLS.

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### ANCIENT HISTORY.

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#### A.

NOTE.—*Only three questions to be attempted. If a candidate writes on the four questions of A, only the first three attempted will be counted.*

1. "In the Greek city states we can trace a general tendency in the direction of more democratic ideas and freer institutions."

Describe the various types of government we find in this development, and account for the changes. Compare this tendency in Athens and Sparta.

2. Describe, and show their influence on the Greek people for religious and national unity :—

(a) The Amphietyonic League.

(b) The Olympian Games.

(c) The Delphic Oracle.

3. (a) Give the causes, remote and direct, of the Peloponnesian War.

(b) Give a concise account of the Theban supremacy.

4. Sketch the political career of Pericles under these heads :—

(a) His character and policy.

(b) The steps taken to achieve his aims.

(c) How well he succeeded.

[OVER]



## B.

NOTE.—*Only three questions to be attempted. If a candidate writes on the four questions of B, only the first three attempted will be counted.*

5. "It would hardly be correct to think of Rome at any time as a democratic republic."

Illustrate this statement by referring to the early Republic and the Republic after the conquests.

6. Describe the causes of discontent at the time of the Gracchi. How did the younger Gracchus attempt to remedy these evils?

7. Outline the career of Sulla as a soldier and as a statesman.

8. Give a concise account of the Second Triumvirate under the following heads:—

(a) Its purpose.

(b) Its work.

(c) The results.

## C.

NOTE.—*Candidates will take this question.*

9. Locate upon the accompanying map:—Athens, Brundisium, Cannae, Capua, Corinth, Delos, Olympia, the Rubicon, Salamis, Sparta.





# Department of Education, Ontario.

Annual Examinations, 1912.

## MIDDLE SCHOOL EXAMINATION FOR ENTRANCE INTO THE NORMAL SCHOOLS.

### ANCIENT HISTORY.

#### A.

NOTE.—*Candidates will take this question.*

1. Where is each of the following and for what noted in history :— Actium, Delphi, Mycale, Philippi ?

#### B.

NOTE.—*Only three questions to be attempted. If a candidate writes on the four questions of B, only the first three attempted will be counted.*

2. "During the time of Pericles the democratic constitution of Athens reached its highest development."

Describe this democracy under these heads :—

- (a) The Assembly.
- (b) The Council.
- (c) The Magistrates.

3. It has been said that the Peloponnesian War revealed some of the weakest and worst phases of Greek character—political jealousy, local self-interest, deceit and cruelty.

Illustrate the truth of this statement by reference to the war.

4. Outline the career of Philip of Macedon (359-336 B.C.).

5. Give a concise account of the contributions of these men to the advancement of their country :— Phidias, Sophocles, Thucydides.

[OVER]

### C.

NOTE.—*Only three questions to be attempted. If a candidate writes on the four questions of C, only the first three attempted will be counted.*

6. Briefly sketch the career of Hannibal showing the part he played in the Second Punic War.

7. Describe, under the following heads, the method Rome employed to control the Provinces previous to the time of Augustus :—

- (a) Organization.
- (b) Governor.
- (c) Collection of taxes.

8. Give a concise account of the causes, the events, and the results of the war between Caesar and Pompey.

9. "The whole policy of Augustus was one of conciliation".

Illustrate this statement by reference to :—

- (a) His titles and powers ;
- (b) His attitude towards the Senate, the Assemblies, and the Republican Magistrates ;
- (c) His management of the army.







# Department of Education, Ontario.

Annual Examinations, 1910.

## ENTRANCE INTO THE NORMAL SCHOOLS.

### ANCIENT HISTORY.

#### A.

*(Both questions to be taken.)*

1. Write on the Orient under the heads:—

- (a) Egypt, the birthplace of civilization.
- (b) Phoenicia and its influence along the Mediterranean.

2. Where is each of the following and for what noted in history:— Rubicon, Appian Way, Cannae, Salamis, Delphi, Aegospotami?

#### B.

*(Only three questions to be attempted. If a candidate writes on the four questions of B, only the first three attempted will be counted.)*

3. "The geographical features (including climate) of Greece exercised an important influence upon the character of the people and upon their history."

Keeping this statement in mind, write on each of the following:—

- (a) Political ideals of the Greeks.
- (b) Greece, the first European country to become civilized.

4. Outline the career of Alexander the Great under the heads:—

- (a) Beginnings of his career.
- (b) Wars against Persia.
- (c) Character and political aims.

5. "Our chief interest in Greece centres in Athens."

Describe the Athens of Pericles under the heads:—

- (a) Art and Architecture.
- (b) Social and political conditions.

[OVER]



6. (a) Give an account of the Education of the Youth of Sparta.

(b) Mention some of the chief results of this system of education and discipline.

C.

*(Only three questions to be attempted. If a candidate writes on the four questions of C, only the first three attempted will be counted.)*

7. (a) Describe the political and social conditions at Rome in the time of the Gracchi.

(b) What were the proposed reforms of Tiberius Gracchus?

8. Give an account of the reign of Augustus (31 B.C.—14 A.D.), under the following heads :—

(a) Titles, policy, and powers of Augustus.

(b) Art and Literature of the period.

9. Write short historical notes on ;—

(a) The First Triumvirate.

(b) Causes of the First Punic War.

10. (a) Trace the events of the Second Punic War from the battle of Cannae to the close of the war.

(b) What were the conditions of peace imposed on the Carthaginians ?





# Education Department, Ontario.

Annual Examinations, 1902.

## PART II. JUNIOR LEAVING AND PART II. JUNIOR MATRICULATION.

### ANCIENT HISTORY.

Examiners: { PELHAM EDGAR, PH.D.  
W. S. W. McLAY, M.A.  
G. M. WRONG, M.A.

NOTE.—Candidates will take questions 1 to 5 and either 6 or 7.

1. Explain the advantages and the disadvantages of the geographical situations of Sparta, Athens, and Rome.
2. Write explanatory notes on :—
  - (a) Lycurgus ;
  - (b) the career of Pisistratus ;
  - (c) the significance of the battle of Salamis ;
  - (d) Epaminondas.
3. Outline :—
  - (a) the Sicilian Expedition ;
  - (b) the career of Philip of Macedon prior to the battle of Chaeronea.
4. Explain the rivalry between Rome and Carthage, and state the result of the first Punic war.
5. Write notes on :—
  - (a) the powers of the Roman Senate under the Republic ;
  - (b) *plebiscita* ;
  - (c) the office of Tribune ;
  - (d) Tiberius Sempronius Gracchus.
6. Outline the causes and the results of the quarrel between Pompey and Caesar.
7. Indicate the situation of the following and mention any important events in history connected with them :—Naxos, Corinth, Megara, Marathon, Miletus, Ticius, Trasimenus, Samnium, Tarentum, Pharsalia.







# Education Department, Ontario.

Annual Examinations, 1901.

## PART II. JUNIOR LEAVING AND PART II. JUNIOR MATRICULATION.

### ANCIENT HISTORY.

Examiners : { W. J. ALEXANDER, PH.D.  
                  { PELHAM EDGAR, PH.D.  
                  { G. M. WRONG, M.A.

NOTE.—Candidates will take questions 1 to 5 and either 6 or 7.

1. Explain the chief peculiarities of the geographical situation of Greece, and the causes of Greek colonial and commercial enterprise.

2. Outline the political situation which Solon opposed, and compare him with Pericles.

3. Give the main features of the careers of Pausanias and Alcibiades.

4. Discuss the causes and the political effects of the free distribution of corn to the Roman populace.

5. Write notes upon :—

(a) Jugurtha ;

(b) Marcus Cato ;

(c) Caius Gracchus ;

(d) Hasdrubal.

6. Give an account of the political work of Julius Caesar.

7. Write geographical notes upon :—Attica, Argos, Leuctra, Hymettus, Peneus, Dyrrhachium, Massilia, Numidia, Capua.









# Education Department, Ontario.

Annual Examinations, 1900.

## PART II. JUNIOR LEAVING AND PART II. JUNIOR MATRICULATION.

### ANCIENT HISTORY.

*Examiners:* { W. J. ALEXANDER, B.A., PH.D.  
                  { PELHAM EDGAR, B.A., PH.D.  
                  { A. E. LANG, B.A.

*NOTE.*—Candidates will take questions 1 to 5 and either 6 or 7.

1. Give an account of the formation, and trace the subsequent history of the Confederacy of Delos.
2. Describe the Sicilian expedition, giving also the reasons for the undertaking, and the results as far as they were immediately visible.
3. What were the evils that Tiberius and Caius Gracchus tried to remedy? What was the remedy they proposed, and how far were they successful?
4. What led to the quarrel between Pompey and Caesar? Trace briefly the course of events from the outbreak of the quarrel to the death of Pompey.
5. Sketch the life and character of Augustus.
6. Write brief historical notes on the following battles:—Marathon, Salamis, Plataea, Mykale, Leuctra.
7. Draw a map of Greece, showing the principal political divisions and locating the following places:—Athens, Sparta, Delphi, Thermopylae, Delos, Mantinea, Olympia, Corinth, Salamis, Plataea.







# Education Department, Ontario.

Annual Examinations, 1899.

THE HIGH SCHOOL AND UNIVERSITY EXAMINATIONS.

FORM III.

## ANCIENT HISTORY.

*Examiners:* { W. J. ALEXANDER, B.A., PH.D.  
A. E. LANG, B.A.  
W. S. W. McLAY, B.A.

1. What were the causes of the Peloponnesian War? Give a summary of its results.

2. Give an account of the career of Epaminondas.

3. Write explanatory notes on Archon, Ecclesia, Helots, Ostracism.

4. Describe the social and political condition of Rome at the time of the Gracchi.

5. Sketch the military and political career of Caius Marius.

6. Relate the events immediately preceding and leading up to the Battle of Actium. What were the results of this battle?

7. Give a brief description of the general physical characteristics of Greece.

8. Give the location of:—

Amphipolis,  
Byzantium,  
Chaeroneia,  
Delphi,  
Coreyra,  
Olynthus,

Capua,  
Ostia,  
Pharsalus,  
Philippi,  
Saguntum,  
Zama.









# Education Department, Ontario.

Annual Examinations, 1898.

THE HIGH SCHOOL AND UNIVERSITY EXAMINATIONS.

FORM III.

## ANCIENT HISTORY.

*Examiners :* { A. E. LANG, B.A.  
W. S. W. McLAY, B.A.  
F. H. SYKES, M.A., PH.D.

1. Describe briefly the colonial system of Greece (700-500 B. C.), and state in what respects a Greek differed from a modern English colony.

2. Sketch the period of Spartan supremacy in Greece after the close of the Peloponnesian War. What were the causes that led to the loss of this supremacy?

3. Give an account, with dates, of the life and work of each of the following:—Philip of Macedon, Demosthenes and Phocion.

4. Write historical and explanatory notes on:—Roman Citizenship, Consuls, Tribunes, Quaestors, Censors, Praetors, Aediles.

5. Give an account of the principal exploits of Hannibal in the war with Rome.

6. Describe the cause of the war between Pompey and Caesar, and sketch the previous careers of both men. (Give dates.)

7. Draw a map to indicate the position of Macedonia. Name on your map the adjoining districts, and locate the following places:—Amphipolis, Olynthus, Thessalonica.

8. Locate, and write brief historical notes on the following:—

Metaurus,  
Asculum,  
Thermopylae,  
Pylos,  
Massilia,

Pontus,  
Numantia,  
Pergamum,  
Arausio,  
Syracuse.







# Education Department, Ontario.

Annual Examinations, 1897.

## THE HIGH SCHOOL AND UNIVERSITY EXAMINATIONS.

FORM III.

### ANCIENT HISTORY.

*Examiners :* { A. CARRUTHERS, M.A.  
F. H. SYKES, M.A., Ph.D.  
W. TYTLER, B.A.

1. Give a brief account of the political and social condition of the Greeks during the Heroic Age, as described in the Homeric poems.

2. Explain in what way the Persians and the Greeks came into direct conflict, and give an account of the campaign of which the battle of Marathon was the central event.

3. State the causes, immediate and remote, of the Peloponnesian War, and give a concise account of that struggle down to the Peace of Nicias. What were the terms on which Athens surrendered at the conclusion of the war?

4. Mention the provisions of the Valerio-Horatian Laws, of the Licinian Rogations, and of the legislation of Caius Gracchus.

5. Tell briefly the story of the Second Punic War. How did the term "Punic" come to be used for "Carthaginian"?

6. Sketch the military and political career of Sulla, and mention his chief judicial and constitutional reforms.

7. Draw a map of the Peloponnesus, indicating the chief districts into which it was divided, with its principal rivers and mountain ranges. Locate on your map the following places:—Corinth, Mantinea, Megalopolis, Olympia, Sparta and Sphacteria.

8. Locate, and write brief historical notes on any of the following:—

- |                      |                |
|----------------------|----------------|
| (a) Actium,          | (f) Pharsalus, |
| (b) Aegates Insulae, | (g) Pydna,     |
| (c) Allia,           | (h) Sentinum,  |
| (d) Carrhae,         | (i) Thapsus,   |
| (e) Cynoscephalae,   | (j) Zela.      |









# Education Department, Ontario.

Annual Examinations, 1896.

## THE HIGH SCHOOL AND UNIVERSITY EXAMINATIONS.

FORM III.

### ANCIENT HISTORY.

*Examiners:* { A. CARRUTHERS, M.A.  
F. H. SYKES, M.A. PH.D.  
W. TYTLER, B.A.

1. Tell what you know of the character of the Spartans, their government, institutions and discipline.
2. Tell briefly the story of the Persian invasion of Greece (B. C. 480-79), describing the chief engagements by land and sea.
3. Under what circumstances was the Confederacy of Delos formed? Give some account of the nature and terms of this alliance.
4. Describe the rise and growth of the Macedonian power, and briefly detail the events leading up to the battle of Chaeronea. How did that victory affect the fortunes of Greece?
5. Describe the growth of the political and social evils in the Roman Republic, which the reforms of the Gracchi were designed to remove, and give some account of the legislative measures passed by the younger Gracchus.
6. Detail the circumstances leading to the earliest outbreak of hostilities between Rome and Carthage, and narrate the chief events of the First Punic War.
7. Sketch briefly the career and character of Julius Caesar. On what achievements does his reputation as a statesman and reformer rest?

[OVER.]

8. Draw a map of ancient Italy and Sicily, showing the different districts into which the former was divided, and locating the following places :—Agrigentum, Brundisium, Cannae, Capua, Corfinium, Lilybaeum, Placentia, Rhegium, Syracuse and Tarentum.

9. Locate, and write brief historical notes on any *eight* of the following :—

- |                  |                  |
|------------------|------------------|
| (a) Aegina,      | (g) Megalopolis, |
| (b) Aegospotami, | (h) Melos,       |
| (c) Decelea,     | (i) Mycale,      |
| (d) Eurymedon,   | (j) Potidaea,    |
| (e) Ithome,      | (h) Sphacteria,  |
| (f) Leuctra,     | (l) Tanagra.     |





# UNIVERSITY JUNIOR MATRICULATION

## ONTARIO

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PASS EXAMINATION

JUNE, 1913

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## HISTORY

(BRITISH AND CANADIAN)

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*Examiners:* { A. GRANT BROWN, M.A.  
W. S. W. McLAY, M.A.  
M. W. WALLACE, PH.D.

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NOTE.—*Only six questions to be answered. These must include No. 6 and either No. 7 or No. 8.*

1. Outline the history of British enterprise in India down to the close of the eighteenth century.

2. What causes brought about the American Revolution?

3. Indicate the main changes in British agriculture and manufactures in the second half of the eighteenth century.

4. Compare Pitt the Younger with Pitt the Elder, in respect to character and policy.

5. In what ways did the French Revolution affect England?

6. Locate and indicate the historical importance of the following:—Calcutta, Hong Kong, Copenhagen, Queenston Heights, Suez, Malta, Sebastopol.

7. What were the main problems confronting the British in Canada in 1774? How did the Quebec Act meet them?

8. Explain the influences tending towards Confederation in 1867.









# Department of Education, Ontario.

Supplemental Examinations, 1912.

## JUNIOR MATRICULATION.

### HISTORY.

(BRITISH AND CANADIAN,)

Examiners : { W. S. W. McLAY, M.A.  
M. W. WALLACE, PH.D.  
GEORGE M. WRONG, M.A.

NOTE.—Only six questions to be answered. These must include No. 7 in Part A and at least one question in Part B.

#### PART A.

1. Compare the conditions which led to the union with Scotland with those which led to the union with Ireland.

2. Show on what grounds Charles James Fox attacked the policy of Pitt.

3. How did Napoleon's continental policy affect Britain ?

4. Compare the political methods of George III with those of Charles I.

5. Discuss the wisdom of Britain's policy in respect to the Crimean War.

6. Give an account of the growth of the movement for Home Rule in Ireland from the time of the famine to the present day.

7. Indicate where the following are and for what they are noted:—Saratoga, Fort Garry, Cape St. Vincent, Waterloo, Torres Vedras, Bunker's Hill, Tilsit, Amiens.

#### PART B.

8. Why did the Constitution given to Canada in 1791 fail to work satisfactorily ?

9. Outline the situation which led to Confederation in Canada.

10. Show the importance of the Hudson's Bay Company in the history of Canada.







# Department of Education, Ontario.

Annual Examinations, 1912.

## JUNIOR MATRICULATION.

### HISTORY.

(BRITISH AND CANADIAN.)

Examiners: { W. S. W. McLAY, M.A.  
M. W. WALLACE, PH.D.  
GEORGE M. WRONG, M.A.

NOTE.—Only six questions to be answered. These must include No. 8 in Part A and at least one question in Part B.

#### PART A.

1. Compare the work of the younger Pitt as Prime Minister with that of Walpole. ✓
2. Do you think that the English people as a whole were more happily situated at the end of the eighteenth century than they had been at the end of the sixteenth? Give the reasons for your opinion.
3. Indicate the causes of the success of the American colonies in their revolt against Great Britain.
4. Outline the events which led to Trafalgar and to Waterloo respectively. Which battle produced, in your opinion, the greater permanent effect? Give reasons for your answer.
5. What causes led to the legislative independence of Ireland and to the later union with Great Britain?
6. Show how the repeal of the Corn Laws affected Great Britain. ✓
7. What were the chief social and political changes of the Victorian age?
8. Indicate where the following are and for what they are noted:— Camperdown, Yorktown, Malta, Saratoga, Sackett's Harbour, Chateaugay, Navy Island, Aboukir Bay, Pretoria.

#### PART B.

9. In what did the aims of Louis Joseph Papineau differ from those of William Lyon Mackenzie?
10. Compare the political system of Canada in 1860 with that of 1870.









# Department of Education, Ontario.

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Supplemental Examinations, 1911.

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JUNIOR MATRICULATION.

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## HISTORY.

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*Examiners :*  $\left\{ \begin{array}{l} \text{E. J. KYLIE, M.A.} \\ \text{J. F. MACDONALD, M.A.} \\ \text{M. W. WALLACE, PH.D.} \end{array} \right.$

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### PART A.—BRITISH AND CANADIAN.

NOTE.—*An option is allowed between questions 1 and 2. Seven questions will, therefore, constitute a full paper.*

1. What did Alfred the Great do for England?
2. Describe the quarrel between King John and his subjects.
3. Describe the part played by Nelson and Wellington in the struggle with Napoleon.
4. Describe the Chartist Agitation and the Anti-Corn-Law League.
5. Write full notes on Charles James Fox, Canning, Sir Robert Peel, Florence Nightingale, Disraeli.
6. What was the constitutional position of the French-Canadians in Canada from 1763 to 1791 inclusive?
7. Discuss the origin and value of Lord Durham's Report.
8. Show by what means Canada was extended westward between 1867 and 1885 inclusive. Illustrate your answer with a map.







# Department of Education, Ontario.

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Annual Examinations, 1911.

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## JUNIOR MATRICULATION.

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### HISTORY.

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Examiners: { E. J. KYLIE, M.A.  
J. F. MACDONALD, M.A.  
M. W. WALLACE, PH.D.

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#### PART A.—BRITISH AND CANADIAN.

NOTE:—*An option is allowed between questions 1 and 2. Seven questions will, therefore, constitute a full paper.*

1. What was the Hundred Years' War, and what were its results?
2. What causes led to the execution of Charles I?
3. Why did the American colonies rebel against Great Britain?
4. What were the effects upon Great Britain of the Napoleonic Wars?
5. Write full notes on the younger Pitt, Wilberforce, O'Connell, Gordon.
6. Who were the United Empire Loyalists? Show on a map where they settled:
7. What is meant by Responsible Government in Canada? Show how far it was established under Lord Elgin.
8. Describe the part played in Canadian history by Frontenac, Tecumseh, Papineau, George Brown.









# Education Department, Ontario.

Annual Examinations, 1907.

JUNIOR MATRICULATION.

## HISTORY.

*Examiners:* { A. R. BAIN, M.A.  
W. S. W. McLAY, M.A.  
M. W. WALLACE, Ph.D.

### PART A.—BRITISH AND CANADIAN

1. Sketch the career and character of Henry VIII., specially emphasizing two of the steps taken by him which the subsequent history of the English people has shown were important.

2. From the disturbances attending the career of Wilkes, what results followed permanently affecting:—

(a) the powers of the House of Commons;

(b) the liberty of the press?

3. Narrate the struggles, from 1830 to 1832, over the Reform Bill, and point out the changes in the political life of England which the Bill produced.

4. On what terms did the Hudson's Bay Company agree to surrender its lands to the Dominion Government? How was this annexation to Canada viewed by the Red River settlers?

5. Write historical notes on:—

(a) The Ashburton Treaty, 1842;

(b) The Reciprocity Treaty, 1854;

(c) The Seigniorial Tenure Act, 1854.







# Education Department, Ontario.

Annual Examinations, 1905.

JUNIOR MATRICULATION.

## HISTORY

*Examiners :* { W. J. ALEXANDER, PH.D.  
J. MARSHALL, M.A.  
W. TYTLER, B.A.

### PART A.—BRITISH AND CANADIAN.

1. What were the demands of the Chartists? Which of them have since become law?

2. Tell the story of the Indian Mutiny, giving the causes and the constitutional changes which followed its suppression.

3. State where and for what the following are noted historically :—

- (a) Torres Vedras ;
- (b) Elba ;
- (c) Culloden ;
- (d) Aboukir ;
- (e) Alma ;
- (f) Cyprus.

4. Give an account of the political history of Canada from the fall of Quebec to the Constitutional Act of 1791.

5. Write historical notes on :—

- (a) the First Parliament of Upper Canada ;
- (b) Laura Secord ;
- (c) Ridgeway.

6. Draw, on as large a scale as your paper will permit, a map of the Niagara frontier ; and on it mark six places noted in the war of 1812.









# UNIVERSITY JUNIOR MATRICULATION ONTARIO

PASS EXAMINATION  
JUNE, 1913

## ANCIENT HISTORY

*Examiners:* { A. GRANT BROWN, M.A.  
G. H. CAMPBELL, M.A.  
W. A. KIRKWOOD, PH.D.  
J. C. ROBERTSON, M.A.

NOTE.— *Only six questions to be answered.*

1. What were the chief features and the chief defects of the Spartan system of education ?
2. Sketch the character and achievements of Themistocles.
3. For what reasons are (a) Alcibiades, (b) Epaminondas, and (c) Demosthenes of importance in Greek history ?
4. Which do you consider the more important in history, the Persian Wars or the Peloponnesian War ? Discuss fully.
5. What were the grievances of the Roman plebeians ? To what extent were these grievances removed by the Licinian laws ?
6. Describe the government of a Roman province in the second century, B.C.
7. Outline the career and work of Pompey the Great.
8. Compare Julius Caesar with Augustus in regard to character and achievements.
9. Locate and comment on the historical importance of the following :—Plataea, Delos, Leuctra, Byzantium, Cannae, Zama, Saguntum, Pydna, Tarentum.







# Department of Education, Ontario.

Annual Examinations, 1912.

JUNIOR MATRICULATION.

## ANCIENT HISTORY.

Examiners: { G. H. CAMPBELL, M.A.  
W. A. KIRKWOOD, PH.D.  
J. C. ROBERTSON, M.A.  
GEORGE M. WRONG, M.A.

NOTE.—*Only six questions to be answered.*

1. Show how Greece came to be involved in a struggle with Persia, and outline the course of the struggle.

2. What may be regarded as the greatest achievements of Greece in respect to literature, architecture, and sculpture? Describe one notable example of each.

3. Compare Athenian democracy with modern democracy.

4. Account for the final victory of Sparta over Athens and for the speedy decay thereafter of the power of Sparta.

5. "Alexander the Great is one of the few to whom it has been given to modify the whole history of the human race." Explain this statement by showing what Alexander did.

6. Outline the causes and the course of the struggle for supremacy between Rome and Carthage.

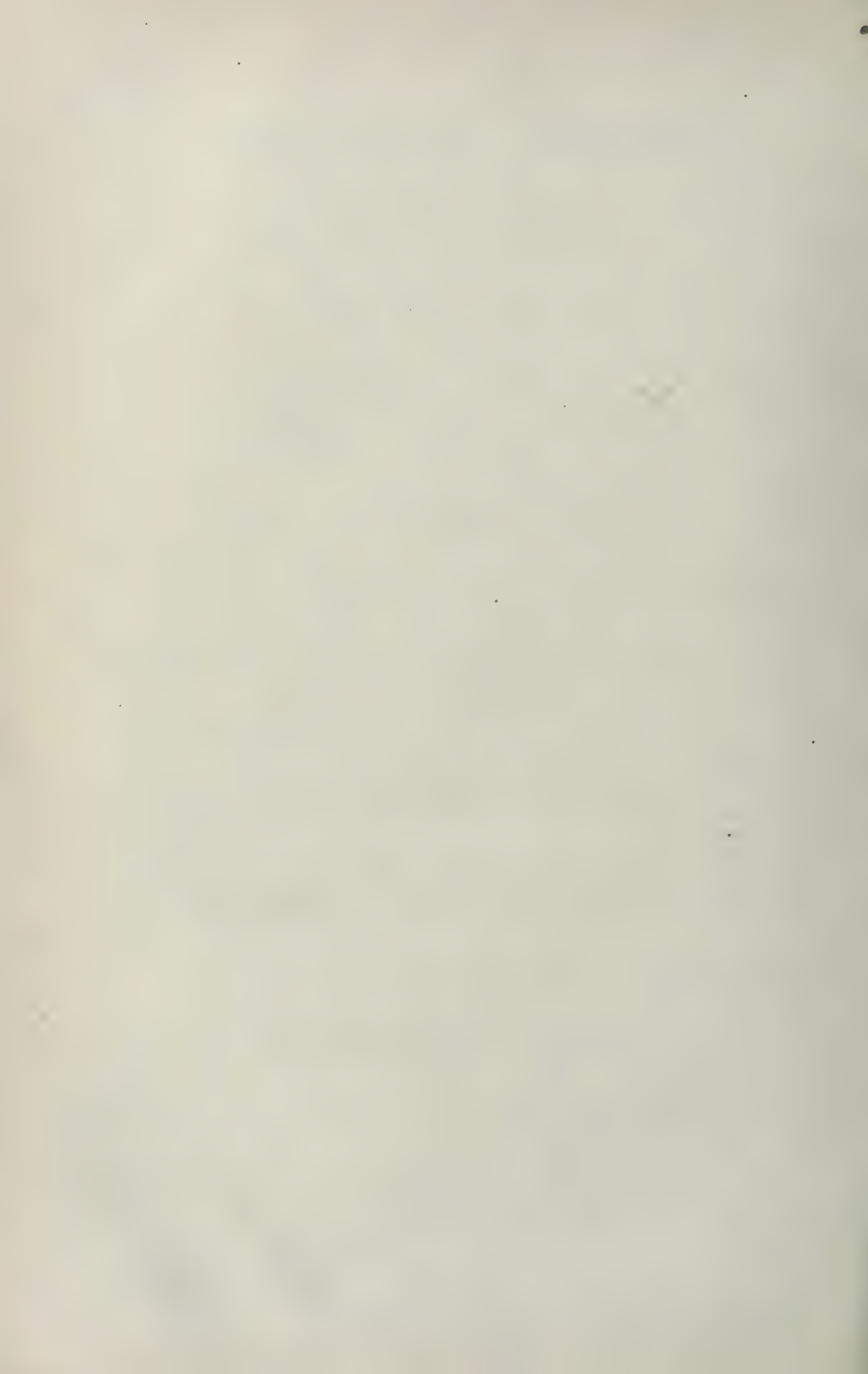
7. Explain the evils in the system of land-holding which the Gracchi attacked. What results came from their movement?

8. Account for the decline of the Roman Senate as a governing body.

9. "It was Julius Caesar who made possible the sway of Augustus." Discuss this statement, showing how Augustus carried out the designs of Julius Caesar.

10. Indicate where the following are and for what they are noted:— Thebes, Delphi, Mycenae, Syracuse, Olympus, Numidia, Pompeii, Pharsalia, Byzantium.









# Department of Education, Ontario.

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Supplemental Examinations, 1912.

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## JUNIOR MATRICULATION.

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## ANCIENT HISTORY.

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Examiners: { G. H. CAMPBELL, M.A.  
W. A. KIRKWOOD, PH.D.  
J. C. ROBERTSON, M.A.  
GEORGE M. WRONG, M.A.

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NOTE.—*Only six questions to be answered.*

1. "The little commonwealths of Greece were the first states at once free and civilized which the world ever saw. They were the first states which gave birth to great statesmen, orators, and generals who did great deeds, and to great historians who set down those great deeds in writing." Justify this statement.

2. Why did Darius and, after him, Xerxes attack Greece? Show the part taken by Athens in each war.

3. "The Athenian republic was democratic; the Roman republic, on the other hand, was aristocratic, a republic governed by a ruling class." Outline the chief differences.

4. Compare the characters and the careers of Pericles and Alcibiades.

5. Give an account of the life and work of Socrates.

6. Outline the course of the Roman conquest of Macedon.

7. Describe the functions of the Roman Senate. Why did its rule become weak?

8. What caused the rivalry of Marius and Sulla? To what did it lead?

9. What political causes led to the assassination of Julius Caesar?

10. Indicate where the following are and for what they are noted:— Alexandria, Tiryns, Plataea, Syracuse, Actium, Zama, Rubicon, Olympus, Corinth.







# Department of Education, Ontario.

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Supplemental Examinations, 1911.

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JUNIOR MATRICULATION.

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## HISTORY.

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*Examiners:* { E. J. KYLIE, M.A.  
J. F. MACDONALD, M.A.  
M. W. WALLACE, PH.D.

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### PART B.—ANCIENT.

1. Give an account of Homer and the Homeric poems.
2. What were the main features of the Athenian democracy?
3. What, where, and for what noted were Delphi, Marathon, Corcyra, Syracuse, Thebes, Corinth?
4. Describe the Greek Theatre and Drama.
5. Write full notes on Scipio Africanus, the Gracchi, Marius, Cicero.
6. Describe the circumstances of Caesar's death, and its effects.
7. Give an account of the methods which Augustus used in governing the Roman world.









# Department of Education, Ontario.

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Annual Examinations, 1910.

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JUNIOR MATRICULATION.

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## HISTORY.

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*Examiners:* { W. J. ALEXANDER, PH.D.  
E. J. KYLIE, M.A.  
J. F. MACDONALD, M.A.

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### PART B.—ANCIENT.

1. What is meant by the Athenian Empire?
2. Sketch *either* the career and aims of Alexander the Great *or* the career and influence of Pompey.
3. (a) Show how the geographical character and position of Greece affected the character, life and movements of the Greek people. Illustrate your answer with a map.  
(b) Where and what and for what noted are Saguntum, Zama, Ostia, Syracuse, Pharsalus?
4. Describe the effects of foreign conquests upon the Roman Republic.







# Department of Education, Ontario.

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Annual Examinations, 1910.

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JUNIOR MATRICULATION.

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## HISTORY.

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*Examiners:* { E. J. KYLIE, M.A.  
J. F. MACDONALD, M.A.  
M. W. WALLACE, PH.D.

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### PART B.—ANCIENT.

1. Narrate your favourite legend in either Greek or Roman story.
2. What were the weaknesses of the Athenian Empire?
3. Account for the success of Macedon under Philip and Alexander the Great.
4. Describe the main features of Greek Architecture.
5. What was the Roman senate? Discuss its merits as a governing body.
6. Account for the success of Rome in withstanding and finally crushing Hannibal. Illustrate your answer by a map.
7. Describe the means by which Caesar became master of the Roman world.









# Education Department, Ontario.

Annual Examinations, 1908.

## JUNIOR MATRICULATION.

### HISTORY.

*Examiners:* { A. R. BAIN, LL.D.  
W. S. W. McLAY, M.A.  
M. W. WALLACE, PH.D.

#### PART B.—ANCIENT.

1. Describe the origin and purpose of the Delian Confederacy. Account for the hostility to Athens which gradually developed in the confederated states.

2. Sketch the career of Alexander the Great. Point out the objects he sought to attain by the measures he adopted for unifying and governing his Empire.

3. Give in chronological order the principal wars waged by Rome between 264 B.C. and 146 B.C. Name and locate the scene of the last battle fought in each of these struggles.

4. Give a concise account of the career of Julius Caesar. Compare Caesar and Sulla as to:—

- (a) their treatment of political enemies ;
- (b) their views of the place and function of the Roman Senate ;
- (c) their views of the rights of provincials to Roman citizenship and a share in the general government.

5. Write concise notes on :—Themistocles, Lysander, Tiberius Gracchus, Mark Antony.







# Education Department, Ontario.

Annual Examinations, 1907.

JUNIOR MATRICULATION.

## HISTORY.

*Examiners :* { A. R. BAIN, M.A.  
W. S. W. McLAY, M.A.  
M. W. WALLACE, Ph.D.

### PART B.—ANCIENT.

1. Relate the legends of Theseus, Cadmus, and Hercules.
2. Write notes on :—
  - (a) the career of Epaminondas ;
  - (b) the Peloponnesian war from its commencement to the Peace of Nicias.
3. (a) Mention the principal sources of supply of slaves in Hellas and describe their treatment.  
(b) Point out the bearing of slavery on the civilization of the Greeks.
4. State the origin, course and outcome of the war with Pyrrhus. For what purpose did Pyrrhus undertake it ?
5. Indicate the position of each of the following, and mention an important historical event connected with each :—Mycale, Ægospotami, Chaeroneia, Granicus, Sentinum, Zama, Pydna, Pharsalus.









# Education Department, Ontario.

Annual Examinations, 1906.

JUNIOR MATRICULATION.

## HISTORY.

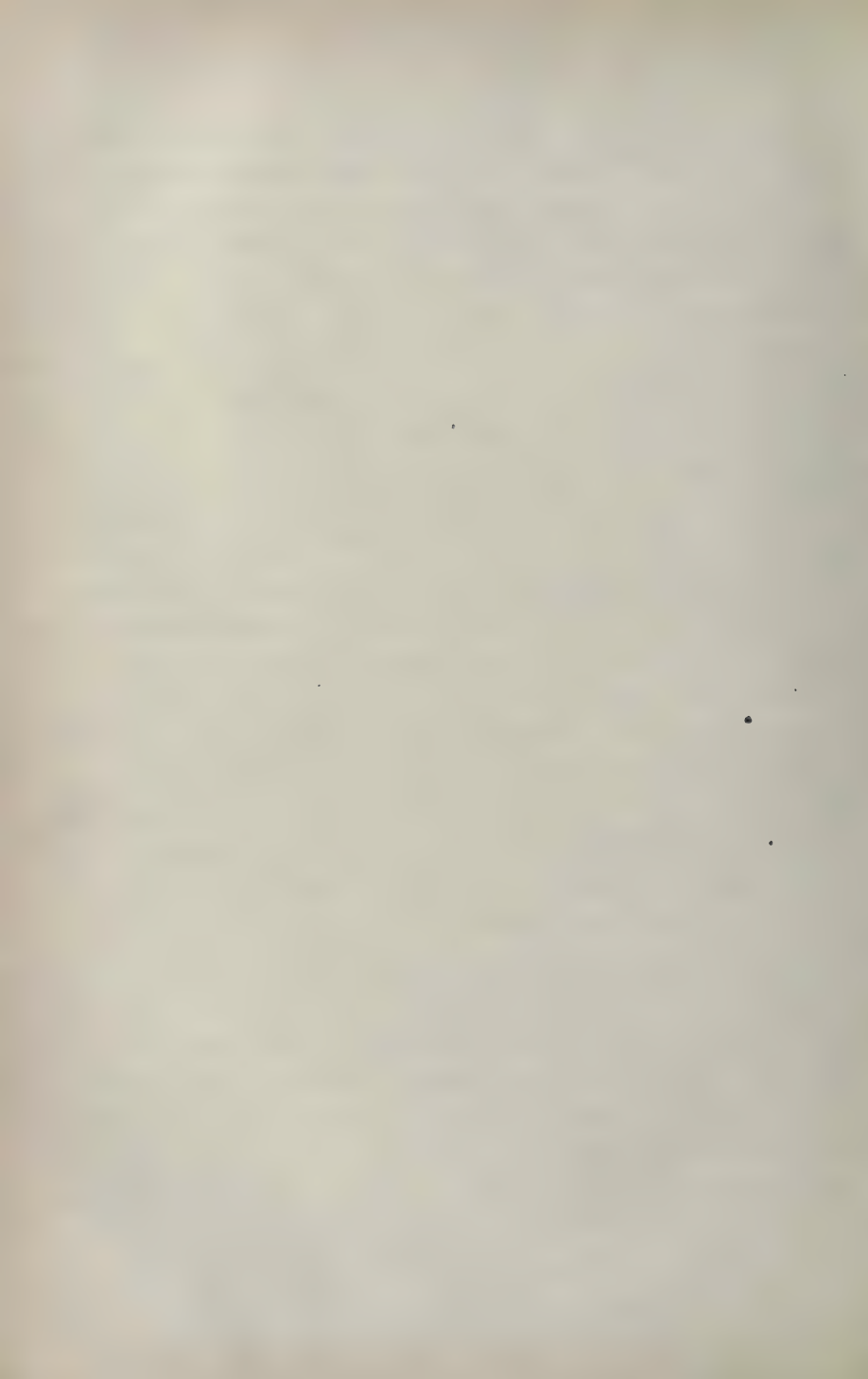
*Examiners:* { A. R. BAIN, M.A.  
E. A. HARDY, B.A.  
W. S. W. McLAY, M.A.

### PART B.—ANCIENT.

1. Sketch the career of Alcibiades.
2. State the origin, purpose and outcome of the Delian Confederacy.
3. (a) Relate the legend of Iason and the Argonauts, and the story of Romulus and Remus.  
(b) What is the chief value of the early myths of Greece and Rome?  
(c) Write notes on the Delphic Oracle of Apollo.
4. Give an account of the causes, course and result of Rome's struggle with Antiochus the Great.
5. Trace the career of Marius. Describe the changes he made in the army of Rome and the political effect of the alterations.
6. Where and for what noted are:— Argos, Artemisium, Salamis, Caudine Pass, Mylae, Aquae Sextiae, Rubicon, and Actium?







# Education Department, Ontario.

Annual Examinations, 1905.

JUNIOR MATRICULATION.

## HISTORY

*Examiners:* { W. J. ALEXANDER, PH.D.  
J. MARSHALL, M.A.  
W. TYTLER, B.A.

### PART B.—ANCIENT.

1. Sketch the career of Alexander the Great.
2. Write historical notes on:—
  - (a) the influence of the physical features of Greece ;
  - (b) Salamis ;
  - (c) Pericles.
3. Give an account of the Third Punic War.
4. Write historical notes on:—
  - (a) the Gracchi ;
  - (b) the First Triumvirate ;
  - (c) Rome under Augustus.
5. State where and for what the following are noted historically :—
  - (a) Dodona ;
  - (b) Olympus ;
  - (c) Olympia ;
  - (d) Thermopylae ;
  - (e) Ithome ;
  - (f) Numantia ;
  - (g) Trebia ;
  - (h) Rubicon ;
  - (i) Actium ;
  - (j) Mons Sacer.









# Department of Education, Ontario.

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Annual Examinations, 1914.

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LOWER SCHOOL EXAMINATION FOR ENTRANCE INTO THE  
NORMAL SCHOOLS AND FACULTIES OF EDUCATION.

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## HISTORY.

(BRITISH AND CANADIAN.)

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NOTE.— *The candidate's attention is directed to the options allowed in questions 1, 2, 4, 6, and 7.*

1. Explain the origin and importance of any *two* (not more) of the following:— (a) The Petition of Right; (b) the Habeas Corpus Act; (c) the Bill of Rights.

2. Selecting any *four* (not more) of the following names, state clearly why each is notable in British history:— Edward III, Wolsey, Marlborough, Warren Hastings, Lord Beaconsfield, Pitt the Younger.

3. What causes led to the legislative independence of Ireland and to its later union with Great Britain in the reign of George III?

4. Name five important events in the war of the French Revolution, and explain concisely why you consider each of these events important.

OR

Write an account of the Peasants' Revolt in 1381, stating (a) the grievances complained of, (b) the methods used to obtain redress, (c) the result.

5. (a) What were the causes of the Canadian Rebellion of 1837-38?

(b) Give a brief account of the rebellion.

(c) After the rebellion what steps were taken to remedy the grievances complained of?

[OVER]

6. Selecting any *four* (not more) of the following names, state briefly why each is noteworthy in Canadian history :—  
Tecumseh, Sir Isaac Brock, Hon. George Brown, Sir John A. Macdonald, Frontenac, Simcoe.

7. Explain the Seigniorial Tenure. When was it established in Lower Canada? When and how was it abolished?

OR

Write an account of early missionary work in French Canada.

8. (a) Explain the Federal system of government in Canada.  
(b) Explain how a Bill may become an Act of Parliament.





# Department of Education, Ontario.

Annual Examinations, 1912.

## JUNIOR PUBLIC SCHOOL GRADUATION.

### HISTORY.

Values

- |               |                                                                                                                                                                                          |
|---------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 10            | 1. Give a brief account of the introduction of Christianity into Saxon England.                                                                                                          |
| 5 × 2 =<br>10 | 2. Explain the origin and the importance of any <i>two</i> of the following:—<br>(a) The Domesday Book.<br>(b) Magna Charta.<br>(c) The Petition of Right.<br>(d) The Habeas Corpus Act. |
| 12            | 3. Sketch the career of Robert Walpole with special reference to his peace and trade policies.                                                                                           |
| 8 + 4 =<br>12 | 4. What was the object of the Reform Bill of 1832? In what respect did its passage through the British House of Lords resemble that of the Veto Bill through the same House in 1911?     |
| 12            | 5. Sketch the career of Champlain from the time he reached Canada in 1603 till his death in 1635.                                                                                        |
| 12            | 6. Give a brief account of the capture of Quebec by Wolfe in 1759. What effect had its capture on the future of Canada?                                                                  |
| 8 + 8 =<br>16 | 7. What were the most important terms of the Constitutional Act of 1791? What were its most glaring defects, and to what struggle did these give rise?                                   |

[OVER]



8 × 2 =  
16

8. Compare the Ontario of 1912 with that of 1867 (Confederation year) under any *two* of the following headings:—

- (a) Population and extent of territory.
- (b) Education.
- (c) Agriculture.
- (d) Manufactures.
- (e) Mining.
- (f) Transportation.

OR

Give a brief account of any *two* of the following:—

- (a) The Boer War and the South African Confederation.
- (b) The Chinese Rebellion of 1911-12.
- (c) Tariff Reform in England.
- (d) The causes of unrest in India.
- (e) The Italian invasion of Tripoli.





# Department of Education, Ontario.

Annual Examinations, 1912.

## SENIOR HIGH SCHOOL ENTRANCE.

### HISTORY.

(BRITISH AND CANADIAN.)

#### A.

1. State clearly the work of any *three* of the following in the exploration of Canada :—

- (a) Cartier.
- (b) Champlain.
- (c) Vérendrye.
- (d) Samuel Hearne.
- (e) Alexander Mackenzie.

2. Give a concise account of the part played in the agitation for responsible government by any *two* of the following :—

- (a) William Lyon Mackenzie.
- (b) Joseph Howe.
- (c) Louis Papineau.
- (d) Lord Durham.

3. Describe the constitution of the Dominion Parliament under the British North America Act, indicating the methods of selection and the powers of each of the following :—

- (a) Governor General.
- (b) Cabinet.
- (c) Senate.
- (d) House of Commons.

#### B.

4. Describe any *two* of the following :—

- (a) Feudalism.
- (b) Crusades.
- (c) Chivalry.
- (d) Gothic architecture.

5. Write an account of the Seven Years' War, giving the causes and the most important results.

[OVER]

6. Show how the work of any *four* of the following influenced the social and moral condition of the English people:—

- (a) William Caxton.
- (b) William Wilberforce.
- (c) Robert Raikes.
- (d) John Howard.
- (e) John Wesley.
- (f) Florence Nightingale.
- (g) Rowland Hill.

7. Show concisely how the rights and privileges of the English people were affected by the following:—

- (a) Magna Charta.
- (b) Habeas Corpus Act.
- (c) Reform Bill, 1832.
- (d) Ballot Act, 1872.





# Department of Education, Ontario.

Annual Examinations, 1912.

## SENIOR PUBLIC SCHOOL GRADUATION.

### HISTORY.

(BRITISH AND CANADIAN.)

#### A.

1. State clearly the work of any *three* of the following in the exploration of Canada :—

- (a) Cartier.
- (b) Champlain.
- (c) Vérendrye.
- (d) Samuel Hearne.
- (e) Alexander Mackenzie.

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- (b) Habeas Corpus Act.
- (c) Reform Bill, 1832.
- (d) Ballot Act, 1872.





# Department of Education, Ontario.

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Annual Examinations, 1912.

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## ENTRANCE INTO THE MODEL SCHOOLS.

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### HISTORY.

(BRITISH AND CANADIAN.)

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NOTE.—*Candidates should note the options in questions 3 and 6.  
In neither of these should more than one part be taken.*

1. Describe any *three* great defects in the government of Canada by the French, and show how each retarded the progress of the colony.

2. Relate concisely the story of the Fall of New France, from 1755 to the Treaty in 1763, showing the position of the two parties (the English and the French) before and after the struggle.

3. (a) What is representative and what is responsible government? Show the part taken by any *two* of the following in securing these for Canada:—

- (i) Lord Dorchester.
- (ii) Lord Durham.
- (iii) Poulett Thompson (Lord Sydenham).

OR

(b) Give an account of the conditions and events that led to the passing of the British North America Act, and distinguish a federal from a legislative union. When did the latter exist in Canada?

4. Explain how any *four* of the following influenced the character and growth of the English language:—

- (a) The Norman Conquest.
- (b) The writings of Chaucer and Wyclif.
- (c) The introduction of printing.
- (d) The revival of learning.
- (e) Johnson's dictionary.
- (f) Progress in commerce and scientific discovery.

[OVER]

5. Explain how the authority of the Sovereign was limited and the power of Parliament enlarged by any *three* of the following:—

- (a) The Petition of Right.
- (b) The Habeas Corpus Act.
- (c) The Bill of Rights.
- (d) The Mutiny Bill.
- (e) The Triennial Bill.
- (f) The Act of Settlement.

6. (a) “The Reform Bill of 1832 effected a revolution in English political life”. Show the truth of this statement by describing concisely (i) the political and social life in England that led to the passing of the Bill, and (ii) the results of the Bill.

OR

(b) Under what circumstances were Wales, Scotland, and Ireland, respectively, united with England to form the United Kingdom?





# Department of Education, Ontario.

Annual Examinations, 1911.

## ENTRANCE INTO THE MODEL SCHOOLS.

### HISTORY.

1. Compare the Provincial Legislature of Ontario and the Federal Parliament of Canada under the following heads:—

(a) Composition.

(b) Powers.

2. (*Candidates will answer either part (a) or part (b), but not both*):—

(a) State concisely the causes, the chief events, and the results of the war of 1812-14.

(b) Give a concise statement of the causes of the American Revolutionary War, and also of the events and results so far as conditions in Canada were affected by them.

3. (a) What is Responsible Government?

(b) Narrate concisely the chief events in the struggle for Responsible Government in Canada from 1836 to 1841.

4. (a) Give a brief account of the character and customs of the early Britons and of the three invading races—the Romans, the Saxons, and the Normans.

(b) Note some traces of the influence of the Saxons and the Normans upon the characteristics, the language, and the institutions of the British people,

5. Relate briefly the story of *either* of the following:—

(a) The extension of the political influence of the middle and lower classes in England, through the passing of the Reform Bills of 1832, 1867, and 1884 and of the Ballot Act of 1872; *or*

(b) The expansion in territory, of the British Empire, dealing only with South Africa, India and Australia.

6. In the case of each of *any two* of the following, show how the English people were, in the end, beneficially affected:—

(a) The Crusades.

(b) The tyrannical rule of King John.

(c) The Wars of the Roses.

(d) The loss of England's possessions in France.









# Department of Education, Ontario.

Annual Examinations, 1910.

## ENTRANCE INTO THE MODEL SCHOOLS.

### HISTORY.

NOTE.—*Answer not more than three questions in each section.  
If more than three are answered credit will be given for  
only the first three in the answer papers.*

#### A.

1. Give an account of the “Royal Government”, showing the part taken in it by Laval, Talon, and Frontenac, respectively.

2. Narrate the events which led to the passing of any *two* of the following Acts:—Quebec Act (1774), Constitutional Act (1791), Act of Union (1840), and the British North America Act (1867).

3. Show the part taken in the making of Canada by any *three* of the following:—Guy Carleton (Lord Dorchester), Lord Durham, Poulett Thomson (Lord Sydenham), George Brown, John A. Macdonald, Egerton Ryerson, John Graves Simcoe, Lafontaine, and George E. Cartier.

4. Write short explanatory and historical notes on the following:—

(a) Responsible Government.

(b) Clergy Reserves.

(c) U. E. Loyalists.

#### B.

5. “Apparent disaster then, as so often in human affairs, concealed a deeper good.”

Show the truth of this quotation by three examples from British or Canadian history.

[OVER]

6. Name, and give the principal provisions of, two of the great bulwarks of the liberty of the British subject, and state under what circumstances each was obtained.

7. Write brief notes on any *three* of the following :—

- (a) The Abolition of Slavery (by Britain) ;
- (b) Catholic Emancipation ;
- (c) Chaucer ;
- (d) Caxton ;
- (e) Captain James Cook.

8. Describe the system of government of Great Britain, explaining as you do so the following terms :—Power of the King, House of Commons, House of Lords, Cabinet, Bill, Act.





# Education Department, Ontario.

Annual Examinations, 1902.

## PART I. JUNIOR MATRICULATION.

### HISTORY AND GEOGRAPHY.

*Examiners:* { PELHAM EDGAR, PH.D.  
W. S. W. MCLAY, M.A.  
G. M. WRONG, M.A.

1. Outline briefly the causes of discontent in the American colonies, and the course of events leading to the Declaration of Independence.

2. What were the chief reforms effected in England in the reign of William IV?

3. Write notes on :—

- (a) Trafalgar ;
- (b) Daniel O'Connell ;
- (c) John Wesley ;
- (d) the Quebec Act ;
- (e) Richard Cobden.

4. Explain :—

- (a) the result of Napoleon's expedition to Egypt ;
- (b) the events that led to the Battle of Waterloo.

5. Contrast the political situation in Canada in 1837 with that in 1867.

6. Explain briefly :—

- (a) the importance of the reign of Edward I. in English history ;
- (b) the causes of the fall of James II.

7. (a) Indicate the situation of the following places and mention any important events in history connected with them :—Cape St. Vincent, Michilimackinac, St. Helena, Inker-mann, Navarino, Saratoga, Torres Vedras, Lucknow, Melbourne, Tel-el-Kebir.

(b) Draw an outline map of the British Isles.









# Education Department, Ontario.

Annual Examinations, 1902.

## PART I. JUNIOR LEAVING OR PUBLIC SCHOOL LEAVING.

### HISTORY.

*Examiners:* { W. H. BALLARD, M.A.  
W. S. MILNER, M.A.

1. "We have now past over nearly 200 years since the Great Charter . . . We have seen Parliament take its rise, admit members elected by the Commons of the land, take the control of the taxes, insist that the people's grievances should be redressed before grants were made, and that the King's ministers should answer to Parliament for their actions. . . . We have seen two kings set aside because they had tried to act wilfully, without the consent of their subjects. But in both cases it was the great lords who led the way."

Explain the foregoing, clause by clause, from the words "We have seen", giving important details and dates ;

OR

Give a brief sketch of the career of Oliver Cromwell, with important dates.

2. Give an account of the life and work of the younger Pitt.

3. How did (a) India, (b) Australia, (c) Nova Scotia come under British rule ?

4. State the causes leading to the rebellion in (a) Lower, (b) Upper Canada, and give a brief sketch of the movement in the latter.

5. Give a brief account of the origin and working of our municipal system.

6. Write concise historical notes on the following :—

(a) Wilkes, Sir Samuel Romilly, John Howard, Sir Robert Peel, Reform Bill of 1867.

(b) Charles Poulett Thompson, The Treaty of Ghent, Sir Allan McNab, The Canada Land Company, Tecumseh.

7. Where are the following places and for what are they noted :—

(a) Sebastopol, Cawnpore, Aboukir Bay, Yorktown, Corunna.

(b) Du Quesne, Montgomery's Tavern, Lundy's Lane, Stoney Creek, Chrysler's Farm.

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# Education Department, Ontario.

Annual Examinations, 1901.

## PART I. JUNIOR MATRICULATION.

### HISTORY AND GEOGRAPHY.

*Examiners:* { W. J. ALEXANDER, PH.D.  
PELHAM EDGAR, PH.D.  
G. M. WRONG, M.A.

1. Explain the bearing upon the expansion and contraction of the British Empire of the Treaty of Paris in 1763, and of that of Versailles in 1783.

2. Write brief explanatory notes upon :—

- (a) the destruction of the tea cargoes in Boston Harbour ;
- (b) Warren Hastings' administration in India ;
- (c) the Reform Bill of 1832.

3. Give a brief account of the following:—the Irish rebellion of 1798 ; Britain's part in the Peninsular War ; Chartism.

4. Indicate the causes of the Crimean War, and the part which Great Britain took in that contest.

5. Compare the extent of Canada in 1837 and in 1885, and the systems of government in operation at these dates.

6. Indicate :—

- (a) William the Conqueror's claim to the Crown of England ;
- (b) the cause of Oliver Cromwell's quarrel with the Long Parliament ;
- (c) the significance of the battle of Trafalgar.

7. Show by an outline map or by a verbal description the geographical position of the chief portions of the British Empire, noting the political divisions of Australia, Canada, and South Africa.









# Education Department, Ontario.

Annual Examinations, 1900.

## PART I. JUNIOR LEAVING OR PUBLIC SCHOOL LEAVING.

### HISTORY.

*Examiners:* { W. H. BALLARD, M.A.  
A. CARRUTHERS, M.A.

1. Tell what you know of the life and reign of Alfred the Great. Give the chief dates.

2. Give a brief sketch of the "Wars of the Roses." Mention some of the important results of these wars.

3. Describe the battle of Waterloo. Give a concise sketch of the careers of Wellington and Napoleon subsequent to that battle.

4. Tell the story of the Indian Mutiny, giving its causes, and noting the constitutional change following its suppression. What is now the Queen's title as sovereign of India, and when did she assume it?

5. Give some account of the progress of education in Upper Canada during the first sixty years of the present century, pointing out what was due to the efforts of Strachan and Ryerson respectively.

6. Trace the circumstances leading to the Act of Union (1840), and give the chief provisions of that Act.

7. What historical interest attaches to each of the following names:—

- (a) Caxton, Watt, Stephenson, Cobden, Rowland Hill;
- (b) Osgoode, Mrs. Laura Secord, W. H. Merritt, John Molson, Joseph Howe?

8. Locate, and write brief historical notes on the following:—

- |                      |                  |
|----------------------|------------------|
| (a) Chrysler's Farm, | (f) Bannockburn, |
| (b) Charlottetown,   | (g) Chalgrove,   |
| (c) Dawson Road,     | (h) Camperdown,  |
| (d) Stoney Creek,    | (i) Balaclava.   |
| (e) Ridgeway,        | (j) Majuba Hill. |







# Education Department, Ontario.

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Annual Examinations, 1899.

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THE HIGH SCHOOL AND UNIVERSITY EXAMINATIONS.

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FORM II.

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## HISTORY AND GEOGRAPHY.

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*Examiners* : { W. J. ALEXANDER, B.A., PH.D.  
A. E. LANG, B.A.  
W. S. W. McLAY, B.A.

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1. Sketch the reign of Edward III. under the following heads:
  - (a) Growth of the power of Parliament,
  - (b) Foreign wars,
  - (c) Noted men.
2. Write very brief explanatory notes on:—
  - (a) Magna Charta,
  - (b) Petition of Right,
  - (c) Star Chamber,
  - (d) Anti-Corn-Law League,
  - (e) Indian Mutiny.
3. Show how England became involved in the Crimean War, and give a concise account of the war.
4. Sketch the period of English History from the accession of George IV. to the death of William IV. under the following heads:—
  - (a) Social conditions,
  - (b) Trade and Commerce,
  - (c) Important Acts and Laws.
5. What were the causes that led to the passing of the Constitutional Act of 1791? State the principal provisions of this Act.

[OVER.]



6. Give a concise account of the War of 1812-14. Illustrate your answer with rough maps.

7. Write very brief historical notes on :—

- (a) Ashburton Treaty,
- (b) Rebellion Losses Bill,
- (c) Lord Durham's Report.

8. Give the location of, and write historical notes on :—

Bannockburn,  
Corunna,  
Falkirk,  
Worcester,

Fort Du Quesne,  
Lachine,  
Louisburg,  
Ridgeway.





# Education Department, Ontario.

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Annual Examinations, 1898.

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THE HIGH SCHOOL AND UNIVERSITY EXAMINATIONS.

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FORM II.

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## HISTORY AND GEOGRAPHY.

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*Examiners:* { A. E. LANG, B.A.  
W. S. W. McLAY, B.A.  
F. H. SYKES, M.A., PH.D.

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1. Sketch the reign of Henry VIII. under the following heads:—

- (a) Condition of the people,
- (b) Character of the king,
- (c) Religious changes,
- (d) Foreign wars,
- (e) Chief ministers.

2. Write explanatory notes on:—

- (a) The Constitutions of Clarendon,
- (b) The Habeas Corpus Act,
- (c) The Seven Years' War,
- (d) The New Learning,
- (e) The National Debt,
- (f) The Union Jack.

3. Give an account of the causes, course and results of the war between Great Britain and France from 1803 to 1815.

4. Sketch the reign of Queen Victoria to the year 1871, under the following heads:—

- (a) Foreign wars,
- (b) Extension of territory,
- (c) Industrial development,
- (d) Reforms,
- (e) Chief Prime Ministers.

[OVER.]

5. Outline the struggle for constitutional liberty in Canada, and describe the conditions that existed under the various forms of government.

6. Write brief historical notes on:—

- (a) Lord Durham,
- (b) Sir Isaac Brock,
- (c) Clergy Reserves,
- (d) Family Compact.

7. Give an account of the different disputes with regard to the boundary between Canada and the United States down to 1871.

8. Give the location of and write historical notes on:—

Acre,  
Ligny,  
Sebastopol,  
Plassy,

Saratoga,  
Versailles,  
Chateauguay,  
Blenheim.





# Education Department, Ontario.

Annual Examinations, 1896.

## THE HIGH SCHOOL AND UNIVERSITY EXAMINATIONS.

FORM II.

### HISTORY AND GEOGRAPHY.

*Examiners :* { A. CARRUTHERS, M.A.  
F. H. SYKES, M.A., Ph.D.  
W. TYTLER, B.A.

1. Give an account of the settlement of Britain by the English, and describe their social, political, and religious condition at the time.

2. Describe the political and industrial condition of England during the early part of the reign of George III.

3. Write a narrative of the struggle between Britain and Revolutionary France, from the beginning of the contest to the Peace of Amiens.

4. Sketch the reign of George IV. under the following heads :

(a) The Holy Alliance.

(b) Law Reform.

(c) The Condition of Trade and Commerce.

(d) Noted Men of the time and their Achievements.

(e) Personal Character of the King.

5. Tell the story of the Indian Mutiny. What constitutional change followed its suppression ?

6. Give some account of the political abuses and troubles which led to the Canadian Rebellion of 1837-38. After tranquillity was restored, what steps were taken to remedy the grievances complained of ?

[OVER.]



7. Trace the steps leading to the confederation of the provinces of British North America. What is the Act called, by virtue of which such confederation was effected, and when did it come into force? Give the main provisions of this Act, and name the provinces comprised in the Dominion of Canada at the end of the year 1871.

8. Locate, and write brief historical notes on *eight* of the following, selecting *any four* from each column :—

- |                      |                  |
|----------------------|------------------|
| (a) Moraviantown,    | (h) Crecy,       |
| (b) Beaver Dams,     | (i) Troyes,      |
| (c) Chrysler's Farm, | (j) Tewkesbury,  |
| (d) Plattsburg,      | (k) Chalgrove,   |
| (e) St. Denis,       | (l) Camperdown,  |
| (f) Windmill Point,  | (m) Sinope,      |
| (g) Fort Garry,      | (n) Clerkenwell. |





# Education Department, Ontario.

ANNUAL EXAMINATIONS, 1892.

THE HIGH SCHOOL PRIMARY.

## HISTORY AND GEOGRAPHY.

Examiners: { W. J. ALEXANDER, PH.D.  
J. E. BRYANT, M.A.  
F. H. SYKES, M.A.

NOTE—*Candidates will take section A, any two questions of section B, and any two questions of section C; that is, six questions in all.*

### A.

1. Write short descriptive and explanatory accounts of

- (a) THE NORTHWEST REBELLION of 1885;
- (b) THE WASHINGTON TREATY of 1871;
- (c) The *Founding of the Public School System of Ontario* under Egerton Ryerson;
- (d) THE QUEBEC ACT of 1774.

2. Give as full an account as you can of the causes which operated to bring about the BRITISH NORTH AMERICA ACT of 1867, and of the *constitutional settlements* effected by the Act, both as regards the Provinces and the Dominion.

### B.

3. Sketch very briefly the character, life, and reign of *any three* of the following rulers of England, particularizing only those acts or events which are of considerable historical importance:

- (a) KING JOHN;
- (b) KING HENRY VII;
- (c) KING JAMES I;
- (d) OLIVER CROMWELL.

(OVER.)

4. Write short notes upon *any eight* of the following historical characters, describing very briefly what these men did, or tried to do, for the benefit, honor, or renown of England :

- |                         |                              |
|-------------------------|------------------------------|
| (a) Stephen Langton ;   | (g) Sir Harry Vane;          |
| (b) Simon de Montfort ; | (h) Robert Blake (admiral) ; |
| (c) John Wiclif ;       | (i) Charles Montague ;       |
| (d) William Caxton ;    | (j) John Wesley ;            |
| (e) Sir Francis Drake ; | (k) William Wilberforce ;    |
| (f) Sir John Eliot ;    | (l) Horatio Nelson.          |
- 

5. Give some account of

- (a) The *more important Acts* passed by the British Parliament since 1869 ;
- (b) The *difficult governmental problems* confronting English statesmen to-day and needing settlement.

6. Give a short account of the INDIAN MUTINY of 1857-8, with a statement as full as you can of its causes and its results. Describe the improvements effected in the political, social and material condition of India since the Mutiny.

7. Describe as fully as you can the political, social and commercial reforms effected or attempted by CANNING, PEEL, and HUSKISSON, 1822-7.

### C.

8. (a) Explain fully what is meant by LONGITUDE and LATITUDE as geographical terms, and shew how Longitude and Latitude are measured. In illustration of your answer explain fully what is meant when we say that the Observatory of Toronto is situated in Longitude  $79^{\circ} 23' 38''$  west, and in Latitude  $43^{\circ} 39' 35''$  north.

(b) Explain what is meant by SOLAR TIME. Shew how the solar time of any particular place on the earth's surface (as for example, Toronto) is determined. Shew also where places must be situated to have the same solar time as that of Toronto, and where places must be situated to have a solar time differing from that of Toronto by one hour, two hours, three hours, etc.

(c) Describe what is meant by STANDARD TIME in North America. When it is twelve noon by Standard Time in Toronto what o'clock is it at Greenwich, England?







9. Describe particularly the *mineral resources* of the various Provinces of Canada, specifying where they are found, and as far as you can the extent to which they have been utilized.

10. Describe generally the *physical characteristics* of the British Islands, and shew how these have to a large extent determined the occupations of the people in the various parts of the islands.

11. Give the geographical position of, and write full but concise descriptive notes upon, *ten* of the following places (of which, however, at least *five* must be outside of Canada):

- (a) Three Rivers;
- (b) St. John (N.B.);
- (c) Yarmouth (N.S.);
- (d) Winnipeg;
- (e) Regina;
- (f) Vancouver;
- (g) Esquimalt;
- (h) St. John's (Nfld.);
- (i) Liverpool;
- (j) Birmingham;
- (k) Leeds;
- (l) Sheffield;
- (m) Portsmouth;

- (n) Plymouth;
- (o) Glasgow;
- (p) Dundee;
- (q) Aberdeen;
- (r) Paisley; - *near Glasgow.*
- (s) Belfast;
- (t) Cork;
- (u) Calcutta;
- (v) Bombay;
- (w) Capetown; *cap. Victoria*
- (x) Melbourne; *cap. N.S. Wales*
- (y) Sydney; *cap. N.S. Wales*
- (z) Wellington. *city in New Zealand.*









Education Department, Ontario.

MIDSUMMER EXAMINATIONS, 1890.

PRIMARY EXAMINATION.

HISTORY AND GEOGRAPHY.

Examiners: { J. J. TILLEY.  
CORNELIUS DONOVAN, M.A.

NOTE—Only eight questions are to be answered, viz., 3 from group A, 2 from group B, and 3 from group C.

A.

1. (a) Give a concise account of the invasion of Britain (i) by the Romans, (ii) by the Saxons, (iii) by the Normans.

(b) Show how the country and its people were affected by these invasions.

2. Give an account of the struggle for civil liberty in England during the reigns of the Stuarts, with the immediate causes and effects of this struggle.

3. (a) Give an account of the war between Britain and Napoleon I, dealing only with the chief events.

(b) Show how trade, finance and manufactures were affected in Britain by this war.

4. Give an account of the following, with the causes that led to the passing of each Act:

The Test Act (1673),  
Catholic Emancipation Act (1829),  
Reform Bill (1832),  
Repeal of the Corn Laws (1846),  
Irish Land Acts (1870, 1881).

B.

5. Sketch, as fully as time will permit, the War of 1812--14, giving cause, leading events, and names of principal actors in the war.

(OVER.)

6. Describe in detail the Municipal System of Ontario.

7. Write full explanatory notes on any three of the following:

Treaty of Paris (1763),  
Federal Union,  
British North America Act,  
National Policy,  
Unrestricted Reciprocity.

C.

8. (a) Shew by means of a diagram, and explain fully the position of the earth with reference to the sun during (i) the equinoxes, (ii) our summer solstice, (iii) our winter solstice.

(b) Account for the position and explain the use of the *great* and the *small* circles—including tropics and polar circles—found on a map of the world.

9. Give a detailed account of the trade carried on among the provinces of Canada.

10. (a) Name and locate five of the most important British possessions in the Eastern Hemisphere.

(b) Name the chief imports which Britain receives from these colonies individually.

11. Describe the New England States under the following headings:

(a) Face of the country.

(b) Drainage.

(c) Climate.

(d) Soil and natural productions.

(e) Industries of the different States.



















